DOCUMENT RESUME

ED 450 920 PS 029 262

TITLE	Children Entering School Ready To Learn: School Readiness Baseline Information. Preliminary Report, School Year 2000-01.
INSTITUTION	Maryland State Dept. of Education, Baltimore.
PUB DATE	2001-02-26
NOTE	117p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Comparative Analysis; Disabilities; *Kindergarten; *Kindergarten Children; Learning Readiness; Primary Education; *School Readiness; *School Readiness Tests; Sex Differences
IDENTIFIERS	Maryland; Work Sampling System (Meisels)

ABSTRACT

In order to better establish baseline information on the social, physical, linguistic, and cognitive skills of children entering Maryland kindergartens, the state selected the Work Sampling System (WSS), a component of the Maryland Model for School Readiness, as the early childhood assessment system for evaluating entering kindergartners' skills in seven curricular domains. This report provides detailed baseline information on 28 of the 67 WSS performance indicators from a randomized sample of 30 percent of the kindergarten students in each county collected by their teachers during the first few weeks of the 2000-01 school year. The domains assessed by the WSS are: (1) social and personal development; (2) language and literacy; (3) mathematical thinking; (4) scientific thinking; (5) social studies; (6) the arts; and (7) physical development. Findings indicated that 40 percent of entering kindergarten students were rated by their teachers as fully ready for kindergarten work. Fifty percent needed targeted support to meet kindergarten expectations, and 10 percent needed considerable support to do kindergarten work successfully. Most of the support was in language development, mathematical and scientific thinking, and social studies. Girls scored higher than boys in all domains, with smaller gaps in mathematical and scientific thinking. Nearly 27 percent of children with disabilities were fully ready for kindergarten at entry, compared to 41 percent of children with no disabilities. The disaggregation of WSS data for ethnicity and prior early care and education experience was adversely influenced by several data collection and coding errors. The report's three appendices include a list of the selected WSS performance indicators, and county and selected city data. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 450 920

Children Entering School Ready to Learn

School Readiness Baseline Information

Preliminary Report

School Year 2000-01

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
G.A. Crenson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Presented by: 1

Maryland State Department of Education

to the

Senate Budget and Taxation Committee
Education and Economic Development
and the Health and Human Resources
Subcommittee of the House Appropriations Committee

PS 029262

2 February 26, 2001

BEST COPY AVAILABLE

MARYLAND STATE BOARD OF EDUCATION

Phillip S. Benzil ..... Baltimore
President

Marilyn D. Maultsby ..... College Park
Vice President

Raymond V. "Buzz" Bartlett ..... Bethesda
Jo Ann T. Bell ..... Bowie
Reginald L. Dunn ..... Mitchellville
George W. Fisher, Sr ..... Denton
Walter S. Levin ..... Randallstown
Judith A. McHale ..... Bethesda
Marilyn Maultsby ..... Baltimore
Edward L. Root ..... Cumberland
Walter Sondheim, Jr. ..... Baltimore
John Wisthoff ..... Pasadena
Aaron Merki (*Student Member*) ..... Waldorf

Nancy S. Grasmick
Secretary-Treasurer of the Board
State Superintendent of Schools

Margaret C. Trader
Assistant State Superintendent for Instruction

Trudy Collier
Chief
Language Development and Early Learning Branch

Rolf Grafwallner
Chief
Early Learning Section

Parris N. Glendening
Governor

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to Departmental policy, contact the Equity Assurance and Compliance Branch, Maryland State Department of Education

© Maryland State Department of Education 2001

Executive Summary

In September 1999, the Maryland Committee on Children, Youth, and Families decided to focus its work on improving services for children, birth to five, addressing Children Entering School Ready to Learn, one of the eight results areas by the Maryland Partnership for Children, Youth, and Families.

The Joint Committee requested the Maryland Subcabinet for Children, Youth, and Families to develop a process to establish baseline information on the social, physical, linguistic, and cognitive skills of children entering kindergarten. The Maryland State Department of Education (MSDE) was charged with identifying and implementing and early childhood assessment system by school year 2000-01 that provides baseline information on children entering kindergarten. Upon the Subcabinet's recommendation, the Joint Committee selected the Work Sampling System (WSS), a component of the Maryland Model for School Readiness (MMSR), as the early childhood assessment system used for assessing entering kindergartners' skills in seven curricular domains.

MSDE conducted a statewide staff development effort to train more than 1,300 kindergarten teachers in the appropriate use of the WSS and the data collection process. During the first few weeks of the school year 2000-01, teachers were trained to document their students' learning and rate their performance on 28 selected WSS performance indicators. These "fall ratings" form the basis for the initial, first-year results of this project.

This report provides detailed WSS baseline information from randomized samples of students. The information is reported in aggregated and disaggregated form for the state and the 24 counties. The major results indicate that 40% of kindergarten students in Maryland have been rated by their teachers as fully ready to do kindergarten work. Many kindergarten students need targeted or considerable support in skills related to language and literacy, mathematical, and scientific thinking. In general, girls are more ready for schools than boys.

In addition, the report provides information about:

- The rationale for using WSS for reporting baseline information
- How the data was collected and how it is being reported
- What the information means
- How the information should be used.

This year's report is a preliminary report. It provides for the first time data about children's readiness for school. In subsequent years, MSDE will put in place several steps to improve the data collection and information management process. In addition, MSDE recommends replacing the randomized sampling process with census administration, since several school systems have requested receiving school-level baseline information.

BACKGROUND

The importance of focusing on school readiness

Recent neuroscientific research strongly supports the belief that young children's learning before they enter formal education is an essential foundation for later school success. Increasingly, state policy makers across the country are addressing readiness for school by improving the learning opportunities for young children before they enter school, particularly those who are enrolled in early care and education programs. In addition, many children require the family and health support to thrive developmentally.

Joint Committee's charge and MSDE's requirements in response to the charge

In January 20, 2000, the Subcabinet for Children, Youth, and Families submitted a report to the Joint Committee on Children, Youth, and Families outlining strategies to improve services for young children and to prepare them to enter school ready to learn. The report states, "if progress toward our goal (of school readiness) is to be made, policymakers must have access to data by which progress may be measured (p.1)" (Subcabinet, 2000). Aside from collecting information about the increasing number of programs and services, the report states that additional information is needed to gauge children's skills and abilities when they enter kindergarten. Subsequently, the Joint Committee requested to establish a baseline describing young children's social, physical, linguistic, and cognitive skills when they enter kindergarten.

The Maryland Model for School Readiness (MMSR) and the Work Sampling System within the MMSR

For the last three years, MSDE's early childhood assessment initiative for prekindergarten and kindergarten has been named the Maryland Model for School Readiness (MMSR). The MMSR is a school readiness framework designed to support teachers to improve assessment and instructional techniques to support young children's readiness for school. The MMSR includes the following components: assessment, instruction, family communication, and articulation among programs. In order to implement the MMSR effectively, teachers of young children receive intensive staff development. These seminars emphasize sound instructional and assessment techniques which teachers use as the basis for modifying instruction and supporting each child's learning to meet curricular expectations. Prior to this school year, the MMSR was implemented in 12 local school systems. Since 1999, the MMSR has been applied increasingly in Head Start and child care programs, which are working with children before they enter kindergarten. In school year, all local school systems are implementing the MMSR.

The MMSR includes the Work Sampling System™ (WSS) that is nationally and internationally considered a state-of-the-art assessment system for early education. The WSS helps teachers document and assess children's skills, knowledge, behavior, and academic accomplishments across a variety of curricular areas. Through observation, recording, and evaluating everyday classroom experiences and activities, teachers gain a better understanding of what their students know, are able to do, and what they still need to work on. Thus, the WSS is not a conventional readiness test. It is not used to place students in particular programs. On the contrary, it is

designed to support the learning of each student toward consistent expectations across seven curricular domains. They are:

1. Social and personal development;
2. Language and literacy;
3. Mathematical thinking
4. Scientific thinking
5. Social studies;
6. The arts;
7. Physical development.

The WSS is based on national and state standards. These standards are reflected in the WSS Developmental Checklists which are used by teachers to document and rate each child's growth and progress during the school year. The teachers work with specific guidelines, which tell them what to look for when they assess their students. Typically, teachers evaluate their students' skills and abilities two or three times a year. Teachers share the assessment information with parents of their students and also report it to the teachers of the following grade as part of the school's grade-to-grade articulation.

In Maryland, the WSS is also used in many prekindergarten programs. An increasing number of Head Start and child care programs are using the WSS in their settings with children, age three to five, thereby establishing an improved articulation and transition among early care and educati... programs.

The relationship of MMSR and the WSS to the Joint Committee's charge of implementing WSS for baseline information

The Joint Committee shares the belief, reflected in the MMSR, that young children in Maryland should be provided with the opportunities that have a positive impact on their success in school. School readiness is a continuum that begins at birth. Any assessment of children is not intended to label a child; rather, it is meant to provide information about children's location on a continuum.

The WSS was selected for providing baseline information on children entering kindergarten in Maryland for the following reasons:

1. WSS provides an age appropriate format for assessing young children

In order to determine the skills and abilities children bring with them when they enter kindergarten, teachers have to be excellent observers of children's learning. They have to know what to look for and how to document children's demonstrated skills and abilities. And, they have to use that information diagnostically to support and challenge children's learning. The WSS is the tool that helps them to do that. It is an in-depth and authentic way of recording children's skills. At least twice a year, teachers use the documentation to rate children's performance to determine if they are proficient, in process, or need development in respect to the performance indicators on the WSS Kindergarten checklist.

During the fall, teachers assess children's learning in the first few weeks of school and rate them accordingly. Documenting children's learning during these few weeks of kindergarten affords teachers an opportunity to assess the extent to which they are ready to do kindergarten work

successfully. In order to know how a group of children are doing, these "fall ratings" are collected from teachers to gauge the level of readiness skills and abilities for children.

2. WSS provides a valid, reliable, and fair measure

To use WSS for baseline information, two conditions have to be in place. First, the instrument has to meet the rigorous test of reliability and validity. A study, conducted by Meisels (2000) in 17 Title 1 schools in Pittsburgh, compared teacher ratings on the WSS with student scores on a nationally-normed, standardized test and found strong evidence for the validity of WSS information and for the trustworthiness of teacher judgments. Secondly, teachers have to receive intensive staff development to learn how to use the WSS appropriately and effectively. In school year 2000-01, 1,300 Maryland teachers received training for several days. Thus, MSDE has instituted steps to meet these two conditions for validity and reliability and will refine them further for school year 2001-02.

3. WSS reflects national recommendations on early childhood assessment

The aggregated WSS information of the seven (7) domains reflects all aspects of children's learning. It reflects national policies on school readiness, particularly the recommendations of the National Education Goals Panel (NEGP). The NEGP recommends the following general principles to guide state policies and practices for the assessment of young children:

- Assessment should bring about benefits for children – either in direct services to the child or in improved quality of educational programs.
- Assessment should be age-appropriate in both content and the method of data collection. For instance, assessments of young children should address the full range of early learning and development.
- Methods of assessment should recognize that children need familiar contexts in order to be able to demonstrate their abilities.

MSDE meets the principles established by NEGP with the implementation of WSS in kindergarten.

METHOD OF IMPLEMENTATION

Statewide implementation of WSS in school year 2000-01

Kindergarten teachers are using the WSS including 28 selected WSS performance indicators of the 67 WSS Kindergarten checklist indicators, reflecting skills and abilities that can reasonably be expected from children when they enter kindergarten. The 28 selected WSS indicators represent the aforementioned seven WSS domains (Appendix A). These selected indicators are used for baseline information.

Prior to this school year, MSDE has worked with each local school system to implement the project. All participating 1,300 kindergarten teachers used the selected WSS indicators to report out on students' fall ratings for baseline information. Most local school systems are implementing the original or slightly modified WSS Kindergarten checklists. However, five (5) local school systems are integrating 28 selected WSS Kindergarten checklist indicators into their existing, compatible assessment system for kindergarten.

Collecting of baseline data on readiness during the fall 2000
A total of almost 1,300 Kindergarten teachers observed and documented their students' performance in their classrooms from the first week of school until the end of October. Between November 3-10, 2000, the participating teachers rated their kindergarten students' performance according to the WSS protocol. A representative sample of WSS information from kindergarten students in each county (approximately 30% of all students in each county) and WSS information from 23,000 students statewide, were sent to MSDE's testing vendor, Harcourt Educational Measurement, for scoring and reporting.

The reporting of the seven (7) WSS domain scores reflects the percentage of students who have reached one of the levels of readiness for each of the seven domain and the combination of all domains for a composite score. This composite score is drawn from readiness levels in all seven domains. The three (3) levels of readiness are defined as follows:

Full readiness: Students consistently demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.
Approaching readiness: Students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.
Developing readiness: Students do not demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.

RESULTS OF BASELINE INFORMATION

Major results of readiness baseline data
The statewide fall data reveals that forty percent (40%) of entering kindergarten students in Maryland have been rated by their teachers as fully ready to do kindergarten work. Fifty percent (50%) of entering students need targeted support in order to meet kindergarten expectations, and nearly ten percent (10%) of the students need considerable support in order to do kindergarten work successfully. Most of the support is needed in the WSS domains of language development, mathematical and scientific thinking, and social studies.

For all domains, girls perform higher than boys (46% compared to 35%). However, the gap is considerably narrower for the domains mathematical and scientific thinking. For mathematical thinking, thirty-six percent (36%) of girls were rated fully ready compared to thirty-three (33%) of boys. For scientific thinking, twenty-two percent (22%) of girls were fully ready compared to twenty percent (20%) of boys. Nearly 27% of children with disabilities are fully ready when they enter kindergarten, compared to 41% of those with no disabilities. And, 28 % of children with limited English proficiency have been rated as fully ready compared to 41% of their English speaking peers. The state and county results are included in Appendix B.

Limitations to the data collected process during the fall 2000
Since this is a preliminary report, i.e., the first report of its kind, caution has to be exercised when interpreting the baseline information. Its interpretation depends on the intensity of the staff

development program in each local school system and the accuracy of student demographic information provided by each local school system.

The disaggregation of WSS baseline information for ethnicity and prior early care and education experience was adversely influenced by a number of data collection and coding errors. In addition, information for early care and education experience was not consistently provided by teachers or was incorrectly coded[1]. However, the existing information provides valuable insight on the data collection process for next school year . MSDE has already begun to take steps of improving the data collection for school year 2001-02. For instance, early care and education information will be collected during the kindergarten registration period and will be part of the student record.

The aggregated data for the local school systems is reliable with the exception of Queen Anne's County due to the small number of assessment ratings. The disaggregated information from some counties is not complete. Five local school systems' coding of ethnicity was incorrect, thereby impacting adversely the report on statewide information for ethnicity and race. And, no general conclusions can be made for the information provided from Howard and Harford Counties. These two counties cooperated to participate in this statewide project under the conditions that only a relatively small number of kindergarten students be included in the sample. A detailed break-out of participating teachers and students is in Appendix C.

APPROPRIATE USE OF BASELINE INFORMATION

Use of the 2000 readiness data by state and local policymakers

The primary purpose of this report is to provide background information and baseline information on the readiness of children entering school (i.e., kindergarten). It is essential that all service providers for children, birth to five, develop common goals to improve the baseline of skills for entering kindergartners from year to year. For instance, child care providers, home visiting programs, and health providers in one county might analyze the WSS information and agree on jointly targeting specific domains or indicators for improvement. Since most services are offered by county agencies, the countywide baseline information could be the platform for establishing integrated services for young children targeting the improvement of specific indicators.
In addition, countywide WSS information will be helpful for county councils, local boards of education, and local management boards in its allocations of funds for services to young children.

In general, the WSS baseline information can be used to:

- Develop a county wide needs assessment regarding the skill levels of children entering kindergarten.
- Target federal, state, and local funds to address identified needs in the county.
- Develop forums for partnership building.
- Modify curricular and intervention programs and to target resources for kindergarten.

[1] Local school systems do not collect information on early care and education experience. For this school year, kindergarten teachers were asked to provide this information. Only about 25% of the information was coded correctly.

NEXT STEPS

MSDE recommendations for future data collections and reports focusing on school readiness

MSDE proposes four (4) major recommendations to improve the use of Work Sampling System (WSS) as part of the MMSR to measure school readiness of children entering kindergarten.

1. Implement census administration of WSS to collect school-level information.

MSDE proposes to collect WSS baseline information from all kindergarten students in Maryland for school year 2001-02. This census administration will replace the random sampling method established for this year's report and will allow for data analysis at the school level. The benefits of this approach include community-based planning for services which occur prior to school entry and targeting of resources at the school level for those children entering kindergarten. For instance, school improvement teams could use the school-level data for early intervention services or to assess needs for curricular and instructional modifications. However, the use of WSS baseline information at the school level should not be used to evaluate teacher performance, penalize early care programs, or for purposes unrelated to the appropriate monitoring and program improvement process.

2. Establish Statewide Guidelines for Implementing the Collection of WSS baseline Information

All 24 jurisdictions have been participating in the use of WSS indicators for baseline information. MSDE staff worked closely with each local school system to determine the plan of action for school year 2000-01. In school year 2001-02, all local school systems will implement the project in accordance with COMAR 13A.08.02-3 which requires local school systems to submit WSS information to MSDE by December 1 of each year. This regulation has not been in place for this year's data collection.

3. Develop efficient formats of data collection and information management.

MSDE proposes to implement the following steps to improve the data collection process:

1. Commission a workgroups to analyze this year's baseline information.
2. Develop data collection and information management systems to improve the presentation of disaggregated baseline information.
3. Facilitate focus group discussion and statewide review of the data collection and information management process.

4. Initiate a public engagement campaign

MSDE proposes to engage various stakeholders such as parents, teachers, child care providers, and family support and health professionals in the appropriate use of the WSS baseline information.

Appendix A

Work Sampling System (WSS)™ Kindergarten Checklist

Performance Indicators Selected for Baseline Information

™Work Sampling System is a Trademark of Rebus, Inc.

The Work Sampling System®
Kindergarten Developmental Checklist
Maryland Model for School Readiness - 28

CHILD _____

DATE OF BIRTH _____ FEMALE ☐ MALE ☐

TEACHER _____ SCHOOL _____

OBSERVATION PERIODS FALL _____ - _____

WINTER _____ - _____

SPRING _____ - _____

MD-K (MM) 1-57232-192-0 (7/00) © 2000 Rebus Inc. All rights reserved. The Work Sampling System is a registered trademark of Rebus Inc.

Scientific Thinking

Observing and investigating

	F	W	S
Uses senses to observe characteristics and behaviors of living and non-living things (p.15)	Needs Dev / In Process / Proficient		
Uses tools to gather information (p.15)	Needs Dev / In Process / Proficient		
Makes comparisons among objects that have been observed (p.15)	Needs Dev / In Process / Proficient		
Seeks answers to questions through active investigation (p.16)	Needs Dev / In Process / Proficient		

Social Studies

Human similarities and differences

	F	W	S
Begins to recognize self and others as having shared and different characteristics (p.17)	Needs Dev / In Process / Proficient		

Human interdependence

	F	W	S
Begins to understand family structures and roles (p.17)	Needs Dev / In Process / Proficient		
Begins to be aware of technology and how it affects their lives (p.17)	Needs Dev / In Process / Proficient		

Rights and responsibilities

	F	W	S
Recognizes the reasons for rules (p.18)	Needs Dev / In Process / Proficient		

The Arts

Expression and representation

	F	W	S
Uses a variety of art materials to explore and express ideas (p.20)	Needs Dev / In Process / Proficient		
Participates in group music experiences (p.20)	Needs Dev / In Process / Proficient		
Participates in and enjoys creative movement, dance, and drama (p.20)	Needs Dev / In Process / Proficient		

Artistic appreciation

	F	W	S
Shows interest in the work of others (p.21)	Needs Dev / In Process / Proficient		

Physical Development

Gross motor and fine motor development

	F	W	S
Uses balance and control to perform large motor tasks (p.22)	Needs Dev / In Process / Proficient		
Uses eye-hand coordination to perform fine motor tasks (p.22)	Needs Dev / In Process / Proficient		

Personal health and safety

	F	W	S
Performs self-care tasks competently (p.23)	Needs Dev / In Process / Proficient		
Shows interest in health and safety issues (p.23)	Needs Dev / In Process / Proficient		

Needs Dev– (Needs Development) child cannot demonstrate indicator
In Process–child demonstrates indicator intermittently
Proficient–child can reliably demonstrate indicator

F=FALL
W=WINTER
S=SPRING

The Work Sampling System *Kindergarten Developmental Guidelines* contains full descriptions of each performance indicator. (Number in parentheses indicates the page in the Guidelines where the indicator is described.)

BEST COPY AVAILABLE

I Personal and Social Development

A Self concept and self control

		F	W	S
1	Shows initiative and self-direction (p.1)	Needs Dev		
		In Process		
		Proficient		
2	Follows classroom rules and routines (p.1)	Needs Dev		
		In Process		
		Proficient		
3	Uses classroom materials purposefully and respectfully (p.2)	Needs Dev		
		In Process		
		Proficient		

B Interactions with others

		F	W	S
1	Interacts easily with one or more children when playing or working cooperatively (p.3)	Needs Dev		
		In Process		
		Proficient		

II Language & Literacy

A Listening and speaking

		F	W	S
1	Listens for meaning in discussions and conversations (p.6)	Needs Dev		
		In Process		
		Proficient		
2	Speaks clearly, conveying ideas in discussions and conversations (p.6)	Needs Dev		
		In Process		
		Proficient		

B Reading

		F	W	S
1	Recognizes the association between spoken and written words (p.8)	Needs Dev		
		In Process		
		Proficient		

C Writing

		F	W	S
1	Uses letter-like shapes and letters to depict words or ideas (p.8)	Needs Dev		
		In Process		
		Proficient		

III Mathematical Thinking

A Approach to mathematical thinking

		F	W	S
1	Uses words to describe mathematical ideas (p.10)	Needs Dev		
		In Process		
		Proficient		

B Patterns and relationships

		F	W	S
1	Recognizes patterns and duplicates or extends them (p.10)	Needs Dev		
		In Process		
		Proficient		

C Number concepts and operations

		F	W	S
1	Shows understanding of the concept of number and quantity (p.11)	Needs Dev		
		In Process		
		Proficient		

D Geometry

		F	W	S
1	Identifies, labels, and creates a variety of shapes (p.12)	Needs Dev		
		In Process		
		Proficient		

BEST COPY AVAILABLE

Appendix B:

Results of Children Entering School Ready to Learn

- State of Maryland
- 24 Local School Systems

Introduction to the Scoring, Graphs and Tables

The scoring for the 28 selected Work Sampling System (WSS) indicators for kindergarten, representing seven curricular domains, was done by classroom teachers assigning one of three ratings, *Proficient*, *In Process* or *Needs Development*, in each of four indicators within seven domains. Thus a student would be evaluated as to readiness in 28 specific behaviors that are aggregated into the domains of Social and Personal, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts and Physical Development. In addition, a composite score, representing all seven domains, was created. The following steps were taken to create a new scale that would allow some fluctuation in the scoring reliability and make the data easier to interpret.

- Each of the scores at the indicator level was given the following values.
  - Proficient = 3
  - In Process = 2
  - Needs Development = 1
- The sum is calculated for the four indicator values within each of the seven domains.
- The sums were then divided into three readiness levels.
  - Full Readiness = sums of 12, 11 & 10
  - Approaching Readiness = sums of 9, 8 & 7
  - Developing Readiness = sums of 6, 5 & 4
- The following definitions were developed for the readiness levels.
  - **Full Readiness**: Students consistently demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.
  - **Approaching Readiness**: Students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.
  - **Developing Readiness**: Students do not demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.
- A similar process allows for all indicator values to be summed across domains and then placed in the same three proficiency levels with the following values.
  - Full Readiness = sums of 66 through 84
  - Approaching Readiness = sums of 47 through 65
  - Developing Readiness = sums of 24 through 46

It is with the categories of Full, Approaching and Developing Readiness within domains and at the composite level that all data are reported.

Data Description

Graphs

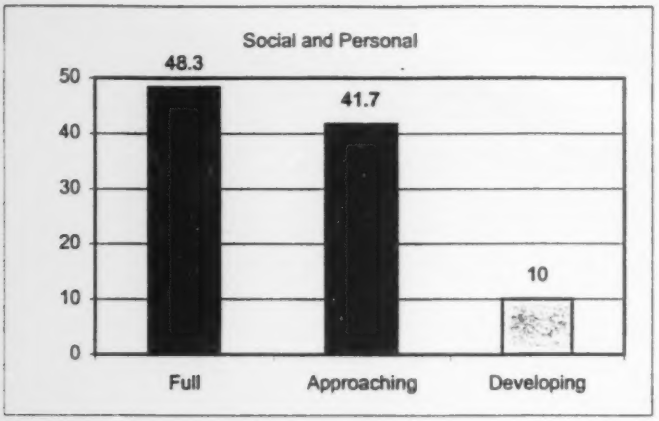
The graphs represent the percent of students scoring in each readiness level for the seven domains and the composite scores.

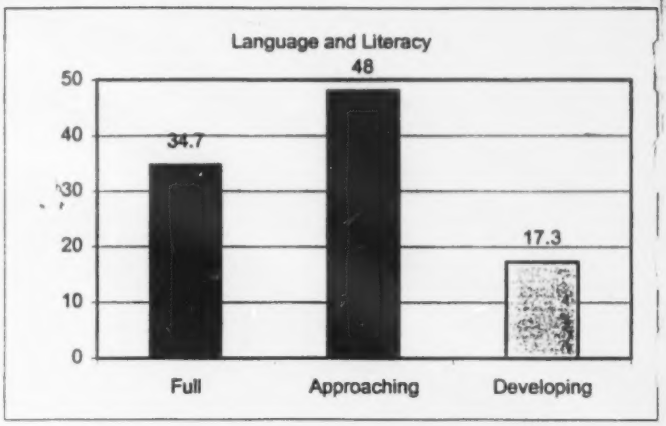
Tables

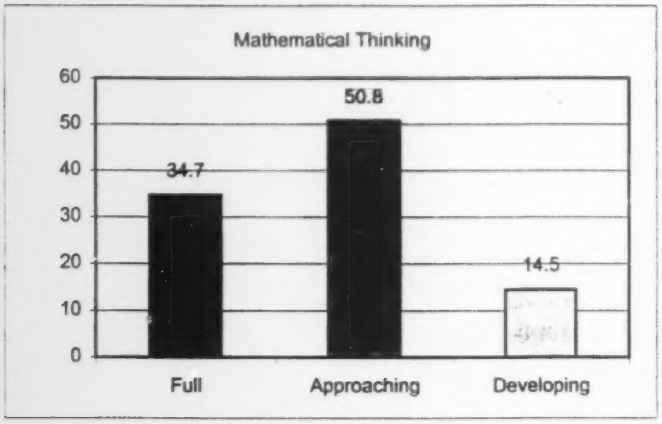
Percent of Students

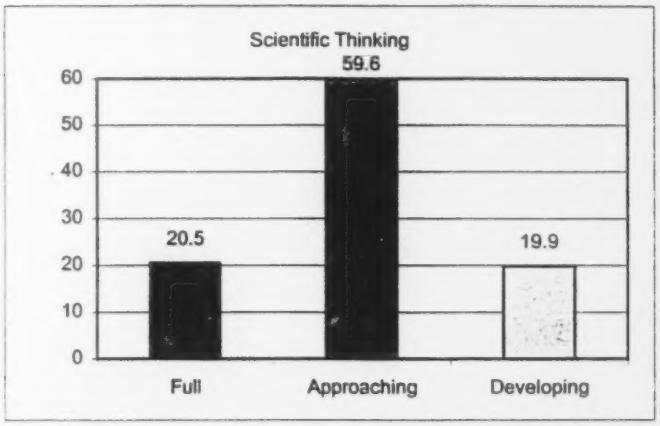
This table represents the percent of students in each cell for demographic information by domain and composite.

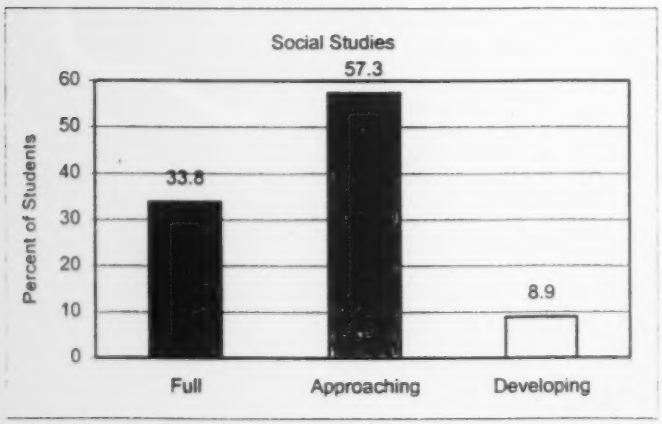
These graphs and tables are then summarized in text to highlight results.

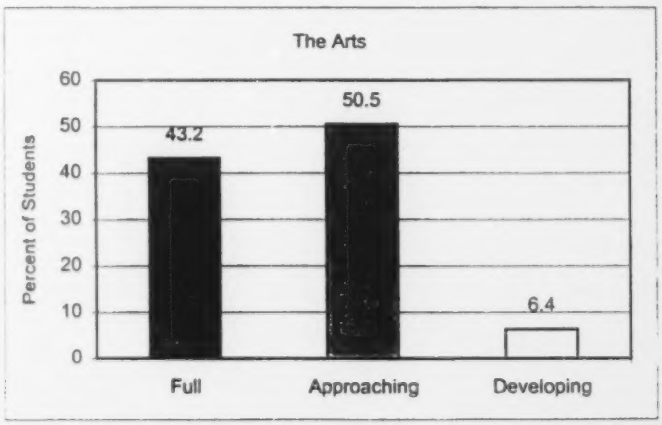

Social and Personal
48.3
41.7
10
Full
Approaching
Developing

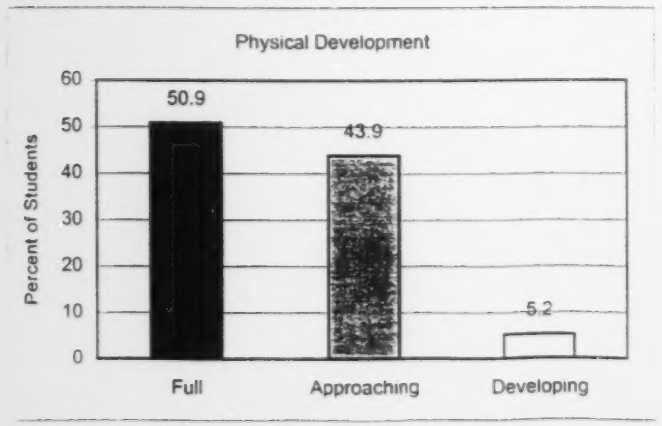

Language and Literacy
34.7
48
17.3
Full
Approaching
Developing

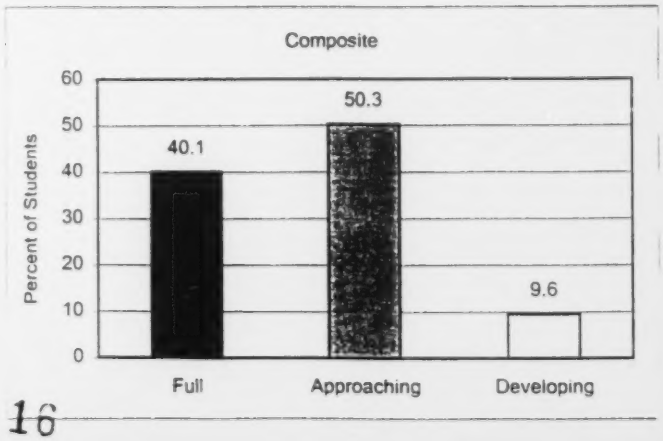

Mathematical Thinking
34.7
50.8
14.5
Full
Approaching
Developing


Scientific Thinking
20.5
59.6
19.9
Full
Approaching
Developing


Social Studies
Percent of Students
33.8
57.3
8.9
Full
Approaching
Developing


The Arts
Percent of Students
43.2
50.5
6.4
Full
Approaching
Developing


Physical Development
Percent of Students
50.9
43.9
5.2
Full
Approaching
Developing


Composite
Percent of Students
40.1
50.3
9.6
Full
Approaching
Developing

MARYLAND
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
African American										Data is not representative due to coding errors in six counties														
White																								
Hispanic																								
Gender																								
Male	40.7	46.0	13.3	30.3	49.7	19.9	33.0	51.0	16.0	19.6	59.1	21.3	30.5	59.0	10.5	35.4	55.7	8.8	45.9	47.4	6.7	34.5	53.8	11.7
Female	56.4	37.1	6.4	39.4	46.3	14.4	36.4	50.6	13.0	21.5	60.1	18.4	37.3	55.5	7.2	51.4	44.9	3.7	56.1	40.4	3.5	46.0	46.7	7.3
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available.														
Nursery										data under review														
Home																								
Other																								
IEP																								
Yes	35.9	47.3	16.9	19.4	47.7	32.9	27.7	47.5	24.8	13.9	54.5	31.6	25.3	56.0	18.7	33.3	54.9	11.7	36.0	50.6	13.5	26.9	53.0	20.1
No	48.9	41.4	9.7	35.5	48.1	16.5	35.0	51.0	14.0	20.8	59.8	34.2	34.2	57.4	8.4	43.7	50.3	6.1	51.6	43.7	4.7	40.8	50.2	9.0
LEP																								
Yes	44.1	44.1	11.8	17.3	46.8	35.9	23.1	51.6	25.3	11.0	48.9	40.1	20.8	60.5	18.8	37.9	53.5	8.6	48.8	45.1	6.1	28.4	53.0	18.6
No	48.6	41.5	9.9	36.2	48.2	15.6	35.7	50.7	13.6	21.3	60.5	18.1	34.9	57.0	8.0	43.6	50.2	6.1	51.0	43.9	5.1	41.2	50.1	8.7
* = fewer than 5																								

B3

BEST COPY AVAILABLE

MARYLAND

Summary
The statewide composite results for the Maryland Model for School Readiness show the highest percentage of students (50.3%) scoring in the "Approaching" level. Students were rated in the "Full Readiness" level for 40.1% of the cases. "Developing" was the composite score 9.6% of the time. The pattern was the same for all but two of the domains. In Social and Personal and Physical Development, the predominant score was "Full Readiness".

Domain Results

Social and Personal
- 48.3% at "Full Readiness"
- 41.7% were "Approaching"
- 10% were "Developing"

Language and Literacy
- 34.7% at "Full Readiness"
- "Approaching Readiness" had the most frequent score with 48% while "Developing" had 17.3%

Mathematical Thinking
- 34.7% of the students scored at "Full"
- "Approaching" was 50.8%
- "Developing" was 14.5%

Scientific Thinking
- 20.5% of students were scored in the "Full Readiness" range
- 59.6% were at "Approaching", the majority score
- 19.9% was "Developing"

Social Studies
- 33.8% of students were scored in the "Full Readiness" range
- 57.3% were at "Approaching"
- 8.9% were "Developing"

The Arts
- "Full" at 43.2%
- "Approaching" was most frequent with 50.5%
- 6.4% were scored as "Developing"

Physical Development
- 50.9% at "Full"
- "Approaching" 43.9%
- 5.2% were rated as "Developing"

Disaggregated Information

Race/Ethnicity
- Because of the number of counties with reporting errors in the race/ethnicity codes, the statewide data are not valid.

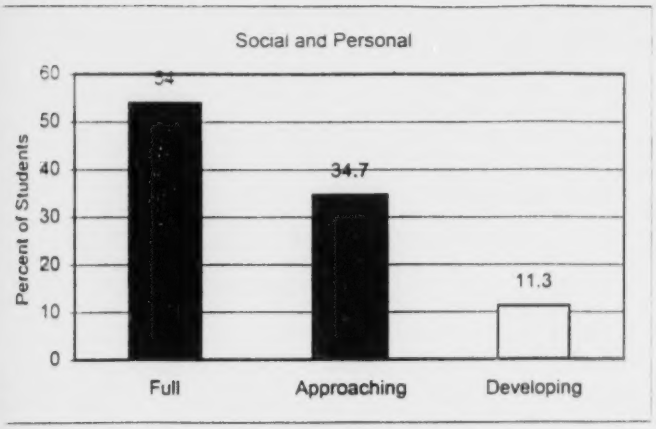
Gender
- A larger percentage of females (46%) were scored as fully ready than the males (34.5%)
- 46.7% females fell in the "Approaching" range while 53.8% of the males scored here
- 11.7% of males were "Developing" while 7.3% of females received this rating

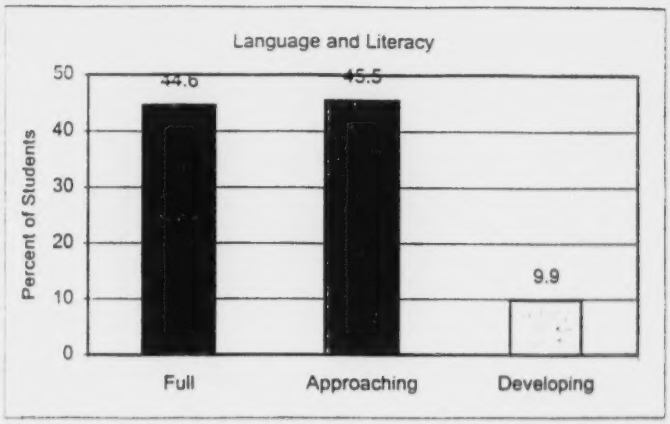
Prior Care
- Only 12 counties reported any data for prior care, usually for only one or two types of care. This skews the statewide results causing them to be invalid.

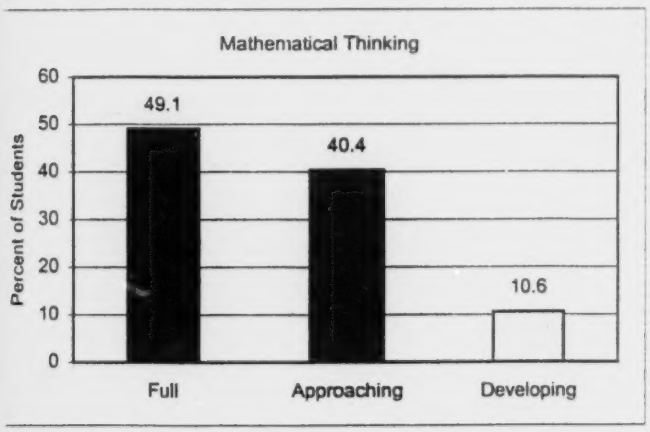
IEP
- Students with an IEP were rated at "Full Readiness" in 26.9% of cases while non-IEP students fell in the level 40.8%
- "Approaching" was the score for 53% of IEP students and 50.2% of non-IEP
- 20.1% of IEP students were rated "Developing", 9% for non-IEP

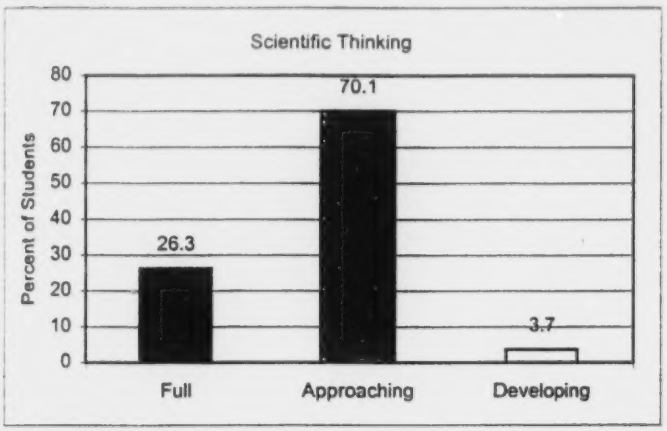
LEP
- Students with LEP were rated at "Full Readiness" in 28.4% of cases while non-LEP students fell in the level 41.2%
- "Approaching" was the score for 53% of LEP students and 50.1% of non-LEP
- 18.6% of IEP students were rated "Developing", 8.7% for non-LEP

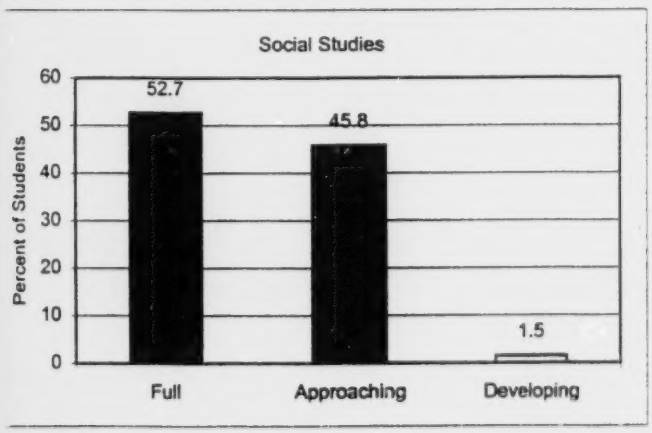
ALLEGANY COUNTY

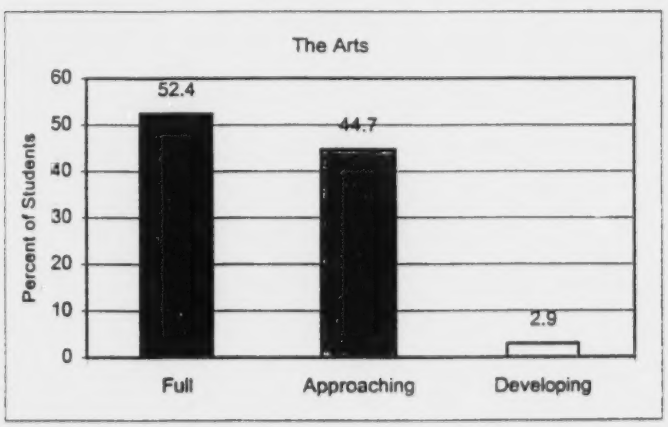


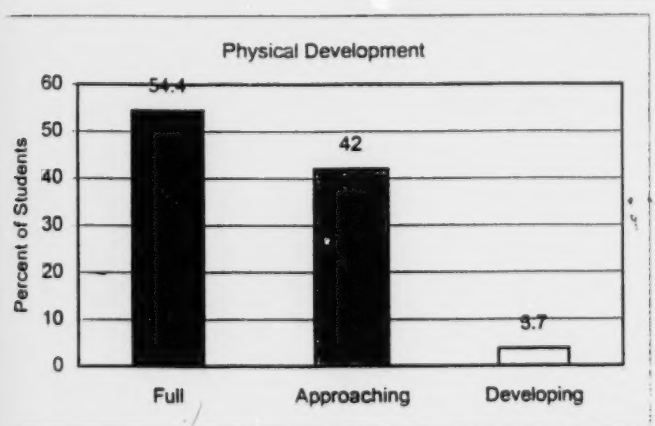


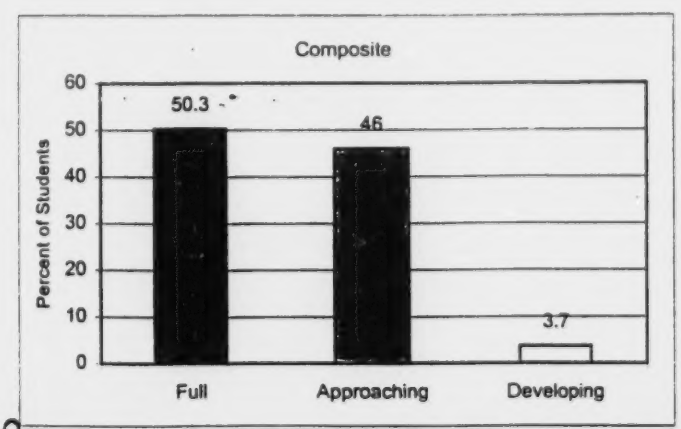












ALLEGANY COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	0.0	*	83.3	0.0	*	*	0.0	*	*	0.0	*	*	*	*	*	0.0
Asian/Pacific Islander	83.3	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	83.3	*	0.0	*	*	0.0	83.3	*	0.0	*	*	0.0
African American	43.5	34.8	21.7	43.5	39.1	*	52.2	34.8	*	*	82.6	0.0	39.1	60.9	0.0	47.8	47.8	*	52.2	47.8	0.0	43.5	52.2	4.3
White	54.3	34.8	10.9	44.6	45.7	9.7	48.5	40.7	10.7	26.4	69.7	3.9	53.0	45.4	1.6	52.5	44.6	2.9	54.1	42.1	3.7	50.6	45.6	3.7
Hispanic	*	*	0.0	*	*	0.0	*	0.0	0.0	0.0	*	0.0	*	*	0.0	0.0	0.0	0.0	*	*	0.0	*	*	0.0
Gender																								
Male	45.7	37.9	16.4	44.4	44.7	10.9	48.9	40.5	10.6	26.0	70.7	3.2	49.8	50.0	1.9	46.3	48.6	5.1	50.2	46.3	3.5	45.3	49.8	4.8
Female	61.6	31.7	6.7	44.8	46.2	9.0	49.3	40.2	10.5	26.5	69.5	4.1	55.2	43.6	*	57.8	41.3	*	58.1	38.1	3.8	54.8	42.6	2.6
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available:														
Nursery										data under review														
Home																								
Other																								
IEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	54.0	34.7	11.3	44.6	45.5	9.9	49.1	40.4	10.6	26.3	70.1	3.7	52.7	45.8	1.5	52.4	44.7	2.9	54.4	42.0	3.7	50.3	46.0	3.7
LEP																								
Yes	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	0.0	0.0	*
No	54.0	34.7	11.3	44.5	45.6	9.9	49.0	40.4	10.6	26.1	70.2	3.7	52.6	45.9	1.5	52.3	44.8	2.9	54.3	42.0	3.7	50.2	46.1	3.7

* = fewer than 5

BEST COPY AVAILABLE

ALLEGANY COUNTY

Summary
The Allegany County results show that slightly over half (50.3%) of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores were the next most frequent with 46.0%, while 3.7% were scored in the "Developing Readiness" range. The Social and Personal, Social Studies, The Arts and Physical Development domains exceeded 50 percent with "Full Readiness".

Domain Results

Social and Personal
- The highest percentage of students are rated to be fully ready for schooling (54%)
- 34.7% of the students are approaching readiness and 11.3% developing

Language and Literacy
- 44.6% of students falling in "Approaching Readiness" and 45.4% in "Full Readiness"
- Students demonstrating developing skills were the smallest group with 9.9% in this category

Mathematical Thinking
- Full and approaching readiness scores are 49.1% and 40.4% respectively
- 10.6% were scored as "Developing Readiness"

Scientific Thinking
- Students who are approaching readiness are the most frequent (70.1%)
- The next largest percent of students (26.3%) were scored in the "Full Readiness" category with 3.7% in "Developing".

Social Studies
- Students demonstrating full (52.7%) and approaching (45.8%) readiness combine for the largest total in any domain
- 1.5% with the skills still in development.

The Arts
- Students demonstrating full (52.4%) and approaching (44.7%) readiness comprise the vast majority of the students
- 2.9% with the skills still in development.

Physical Development
- The 54.4% at "Full Readiness" is the highest percent at this point for any of the domain scores
- 42.0% of the students rated as "Approaching Readiness" and 3.7% developing readiness skills.

Disaggregated Information

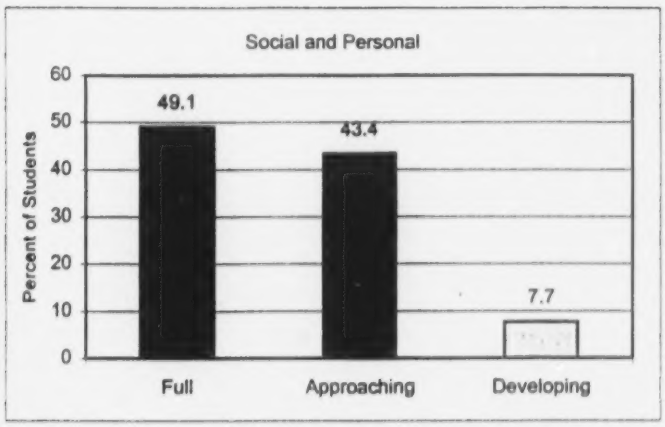
Race/Ethnicity
- There are too few students reported as American Indian/Alaskan Native, Asian or Hispanic in most categories to allow for generalizations about performance.
- A higher percentage of white students than African American were scored as being fully ready for school in all domains except Mathematical Thinking. In this domain 52.2% of the African American students demonstrated "Full Readiness" while 48.5% of the white students fell in the same category.

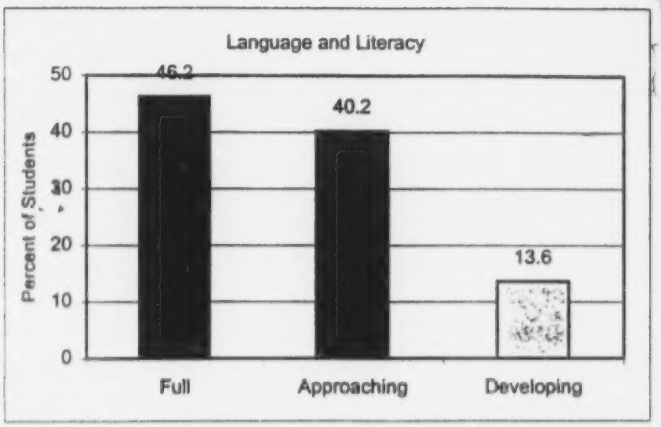
Gender
- In all domains, females were more frequently rated to be fully ready for schooling.
- Sometimes the difference was negligible such as in the domains of Language and Literacy (a .4 difference), Mathematical Thinking (a .4 difference) and Scientific Thinking (a .5 difference).

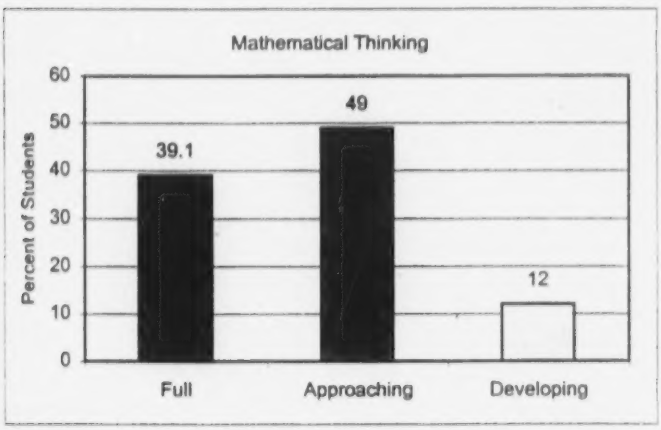
Prior Care
- Data not sufficient to be disaggregated

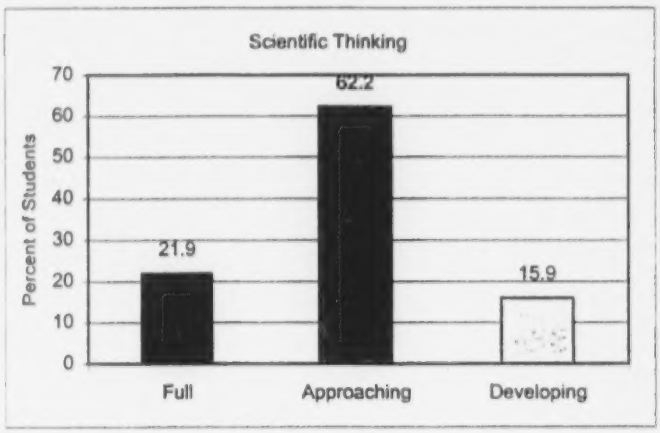
IEP
- Allegany included no scores for students with Individual Educational Plans (IEP).

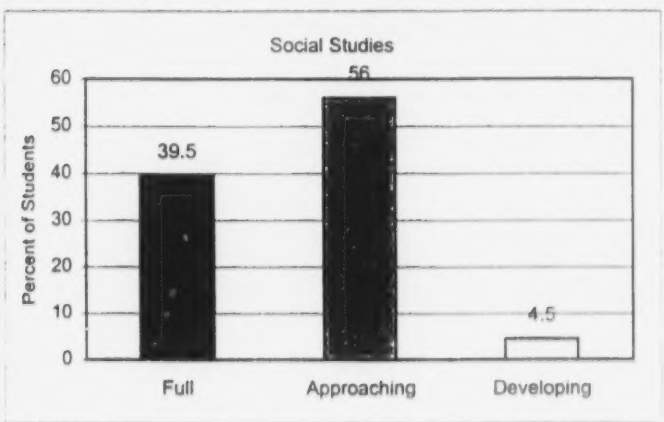
LEP
- There was such a low incidence of students receiving services for Limited English Proficiency that the data is not useful.

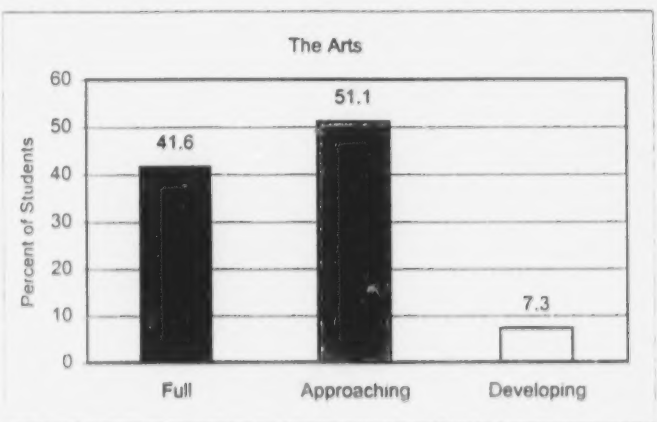

Social and Personal
Percent of Students
60
50
40
30
20
10
0
49.1
43.4
7.7
Full
Approaching
Developing

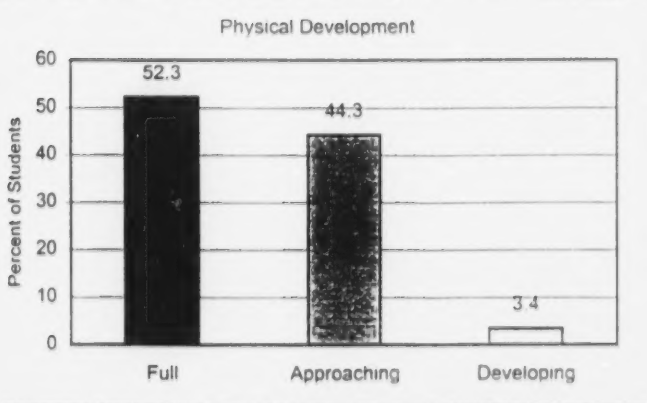

Language and Literacy
Percent of Students
50
40
30
20
10
0
46.2
40.2
13.6
Full
Approaching
Developing

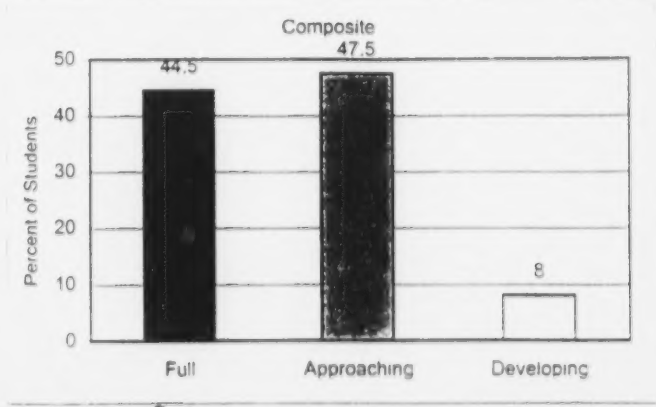

Mathematical Thinking
Percent of Students
60
50
40
30
20
10
0
39.1
49
12
Full
Approaching
Developing


Scientific Thinking
Percent of Students
70
60
50
40
30
20
10
0
21.9
62.2
15.9
Full
Approaching
Developing


Social Studies
Percent of Students
60
50
40
30
20
10
0
39.5
56
4.5
Full
Approaching
Developing


The Arts
Percent of Students
60
50
40
30
20
10
0
41.6
51.1
7.3
Full
Approaching
Developing


Physical Development
Percent of Students
60
50
40
30
20
10
0
52.3
44.3
3.4
Full
Approaching
Developing


Composite
Percent of Students
50
40
30
20
10
0
44.5
47.5
8
Full
Approaching
Developing

ANNE ARUNDEL COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
African American										Possible coding errors:														
White										data under review														
Hispanic																								
Gender																								
Male	38.0	51.1	10.9	38.5	45.4	16.1	36.0	50.4	13.6	20.3	61.9	17.8	34.7	59.3	6.0	27.1	61.7	11.2	44.8	50.4	4.8	35.1	53.5	11.5
Female	60.4	35.5	4.1	54.1	34.9	11.0	42.2	47.5	10.3	23.6	62.4	14.0	44.4	52.7	2.9	56.4	40.3	3.3	60.0	38.1	1.9	54.2	41.3	4.5
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available:														
Nursery										data under review														
Home																								
Other																								
IEP																								
Yes	38.8	47.5	13.8	25.9	43.2	30.9	25.3	48.1	26.6	17.5	53.8	28.8	29.1	59.5	11.4	24.1	63.3	12.7	40.5	51.9	7.6	23.0	58.3	16.7
No	49.7	43.2	7.2	47.3	40.1	12.6	39.8	49.0	11.2	22.2	62.6	15.2	40.0	55.9	4.1	42.5	50.5	7.0	52.9	43.9	3.1	45.5	46.9	7.6
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	49.1	43.4	7.5	46.2	40.2	13.6	39.1	49.0	12.0	21.9	62.2	15.9	39.5	56.0	4.5	41.6	51.1	7.3	52.3	44.3	3.4	44.5	47.5	8.0

* = fewer than 5 x= no data available

B9

BEST COPY AVAILABLE

ANNE ARUNDEL COUNTY

Summary

The Anne Arundel County composite results show that the most Kindergarten students were scored in the "Approaching Readiness" category (47.5%) when all scores were combined for the composite measure. The "Full Readiness" category scores were a close second with 44.5% of the students, while 8% were scored in the "Developing Readiness" range. In three domains, Social and Personal, Language and Literacy and Physical Development, students rated at "Full Readiness" were the largest percent.

Domain Results

Social and Personal

- 49.1% were rated at "Full Readiness"
- 43.4% "Approaching", 7.7% "Developing"

Language and Literacy

- Students rated at "Full" (46.2%) and "Approaching" (40.2%) vary six points
- 13.6% demonstrated "Developing"

Mathematical Thinking

- "Full" and "Approaching Readiness" scores are 39.1% and 49% respectively
- 12% were scored as "Developing Readiness"

Scientific Thinking

- 62.2% are fully ready
- 15.9% were scored in the "Developing" with 21.9% in "Approaching Readiness"

Social Studies

- 56% of the students scored in the "Approaching Readiness" category
- 39.5% were rated fully ready and 4.5% were developing.

The Arts

- 41.6%"Full Readiness", 51.1% "Approaching"
- 7.3% of students are rated "Developing"

Physical Development

- The 52.3% at "Full Readiness"
- 44.3% "Approaching Readiness" and 3.4% "Developing"

Disaggregated Information

Race/Ethnicity

- Due to a reporting error, the race/ethnicity data for Anne Arundel County is unavailable.

Gender

- In all domains, females were more frequently rated to be fully ready for schooling.
- The biggest difference was found in Social and Personal where 60.4% of the females were rated to be fully ready for school while 38% of the males fell in the same category.
- The smallest difference was found in Scientific Thinking where boys were fully ready in 20.3% of the cases and 23.6% of the girls.

Prior Care

- Anne Arundel County reported no information for Prior Care.

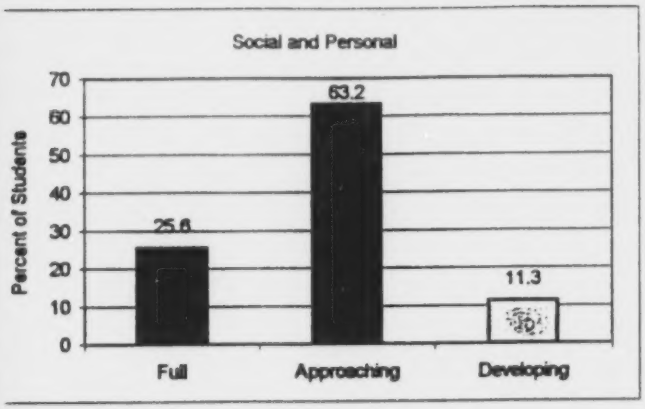
IEP

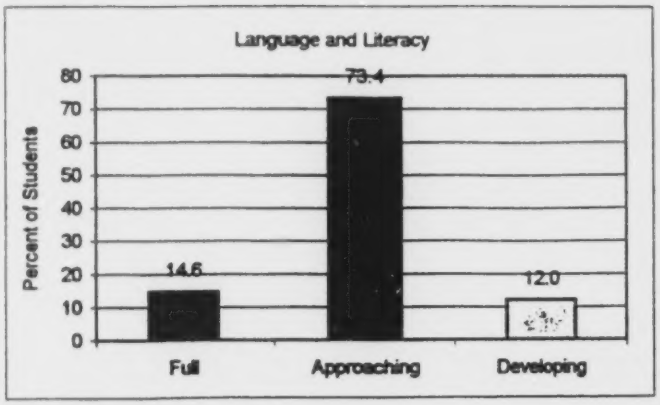
- Students with Individual Educational Plans (IEP) were found to be fully ready for school less frequently than those students without IEPs.
- The smallest discrepancy fell in the domain of Scientific Thinking with 17.5% of the IEP students being rated fully ready and 22.2% of the non-IEP students.

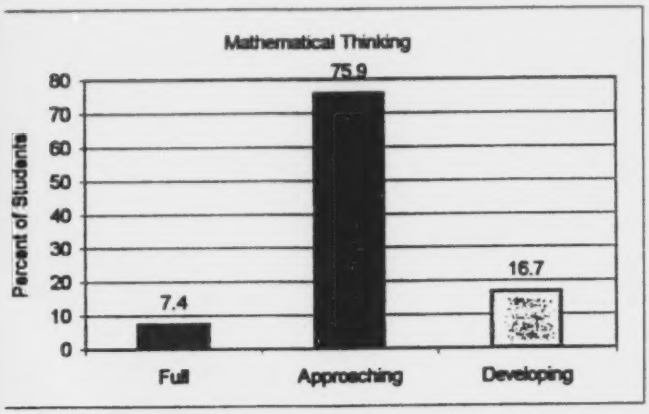
LEP

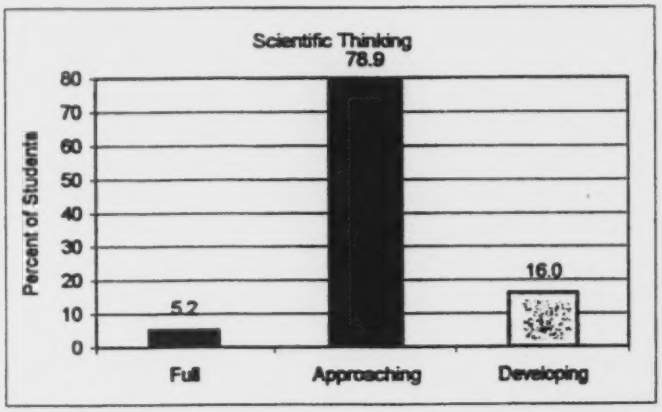
- Anne Arundel County reported no students receiving services for Limited English Proficiency.

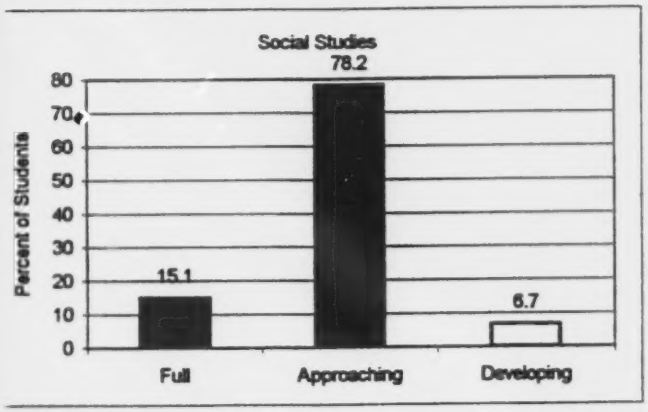
BALTIMORE CITY

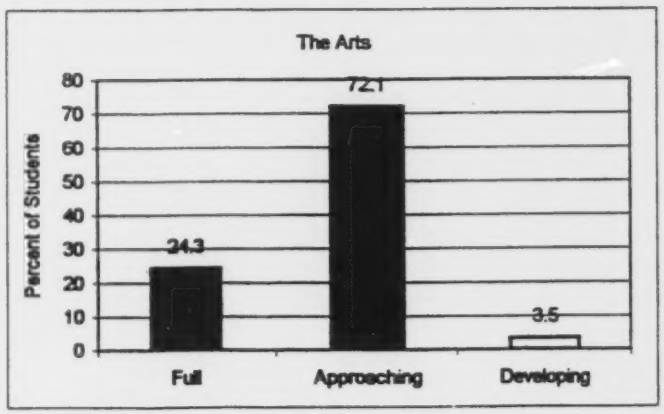


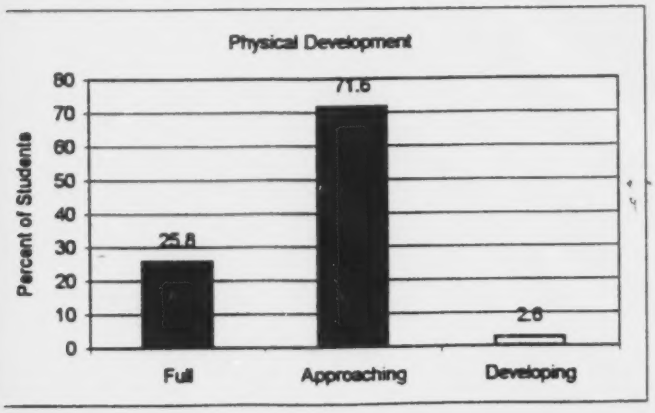


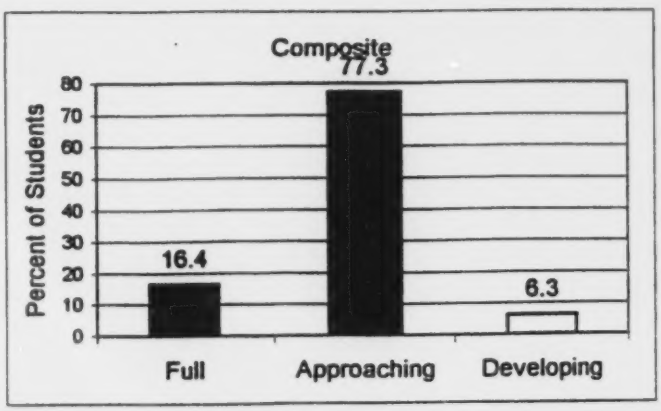












BALTIMORE CITY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
African American											Possible Coding Errors:													
White											Sufficient data not available													
Hispanic																								
Gender																								
Male	21.2	63.4	15.4	12.9	71.8	15.3	7.4	72.4	20.2	5.5	75.7	18.8	12.9	78.6	8.5	21.5	73.9	4.6	24.1	72.6	3.2	14.3	77.9	7.8
Female	30.3	62.9	6.8	16.6	74.9	8.6	7.6	79.0	13.4	4.8	82.1	13.0	17.1	78.0	5.0	27.1	70.5	2.4	27.3	70.8	1.8	18.6	76.8	4.6
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family											Sufficient data not available:													
Nursery											data under review													
Home																								
Other																								
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	25.7	63.1	11.1	14.7	73.3	12.0	7.5	75.7	16.8	5.2	78.9	16.0	14.9	78.3	6.8	24.3	72.2	3.5	25.7	71.7	2.5	16.4	77.4	6.2
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	25.7	63.1	11.1	14.7	73.3	12.0	7.5	75.7	16.8	5.2	78.9	16.0	14.9	78.3	6.8	24.3	72.2	3.5	25.7	71.7	2.5	16.4	77.4	6.2
* = fewer than 5																								

B12

BEST COPY AVAILABLE

BALTIMORE CITY

Summary
The Baltimore City composite results show that over three-quarters (77.3%) of the Kindergarten students were scored in the "Approaching Readiness" category when all scores were combined for the composite measure. The "Full Readiness" level scores were the next most frequent with 16.4%, while 6.3% were scored in the "Developing Readiness" range. In all domains the largest percentage of the students fell in the "Approaching Readiness" proficiency level.

Domain Results

Social and Personal
- The highest percentage of students were rated at "Approaching Readiness" for schooling (63.2%)
- 25.6% of the students are at "Full Readiness" and 11.3% developing.

Language and Literacy
- The difference between those at "Full Readiness" (14.6%) and those "Approaching" (73.4%) is large.
- Students displaying developing skills were the smallest group with 12% falling in this category.

Mathematical Thinking
- Full and approaching readiness scores are 7.4% and 75.9% respectively.
- 16.7% were scored as "Developing Readiness".

Scientific Thinking
- Students who are "Approaching Readiness" are the most frequent (78.9%).
- The smallest percent of students (5.2%) were scored in the "Full Readiness" category with 16% in "Developing".

Social Studies
- 15.1% are rated at "Full Readiness" for school
- 78.2% "Approaching" and 6.7% "Developing".

The Arts
- Students displaying "Full" (24.3%) and "Approaching" (72.1%)
- 3.5% with the skills "Developing."

Physical Development
- 25.8% at "Full Readiness"
- 71.6% of the students were rated as "Approaching Readiness" and 2.6% "Developing Readiness" skills.

Disaggregated Information

Race/Ethnicity
- Due to a reporting error, the race/ethnicity data for Baltimore City are unavailable.

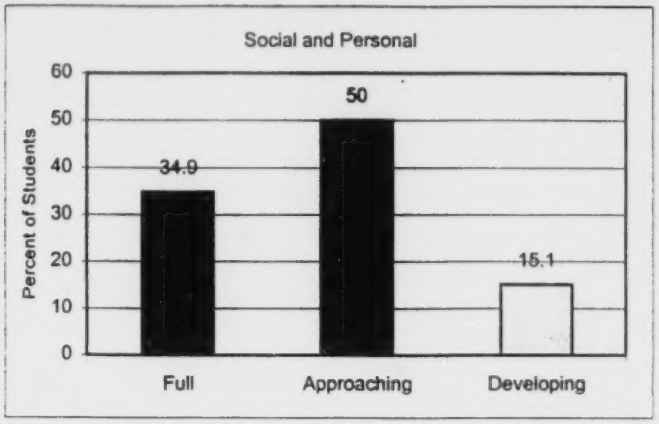
Gender
- A larger percentage of females (18.6%) were scored as fully ready than the males (14.3%)
- 76.8% females fell in the "Approaching" range while 77.9% of the males scored here
- In all cases there were a smaller percent of females in the "Developing" range.

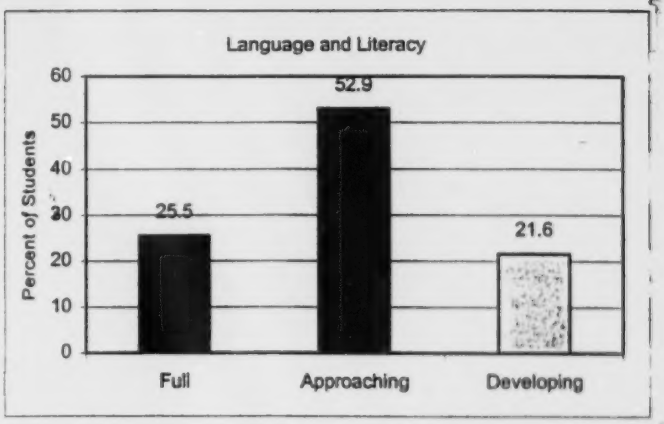
Prior Care
- Baltimore City reported no data for prior care.

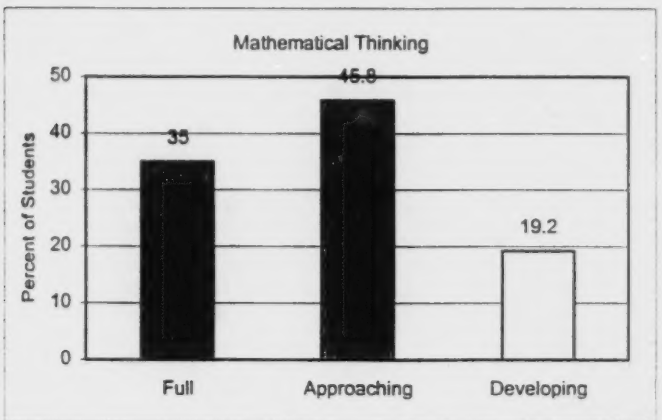
IEP
- Baltimore City included scores for no students with an IEP

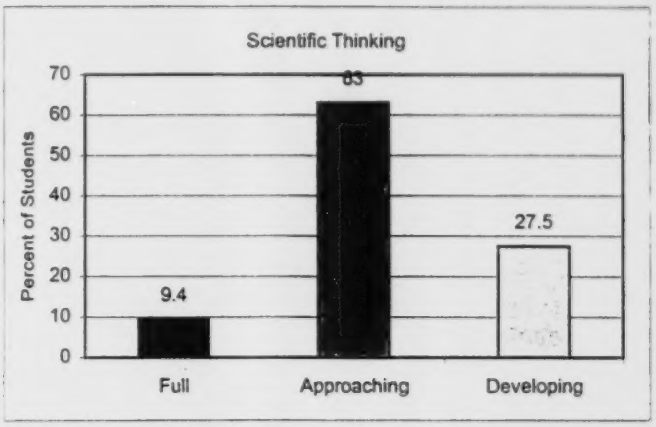
LEP
- Baltimore City included scores for no students receiving services because of Limited English Proficiency (LEP).

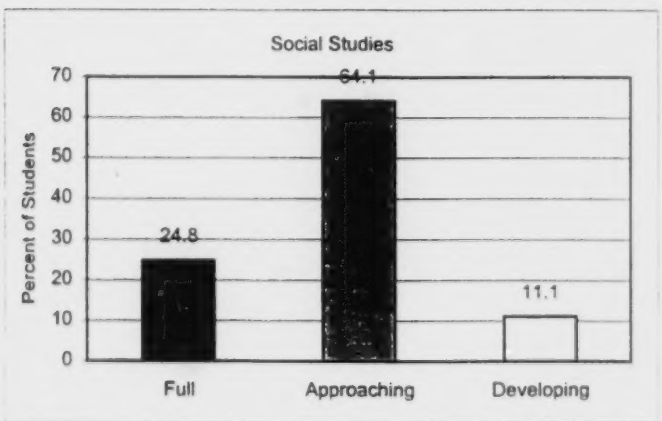
BALTIMORE COUNTY

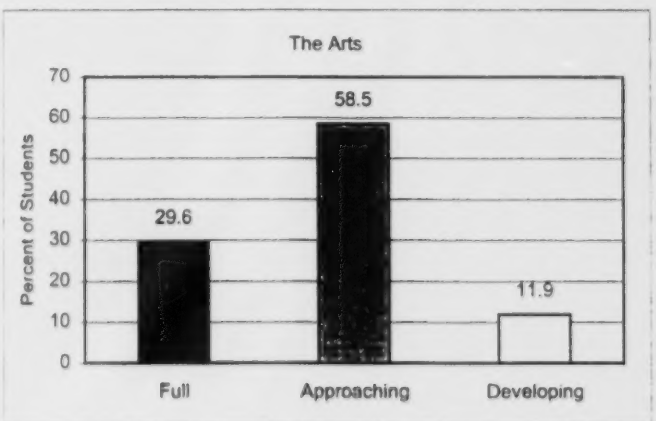


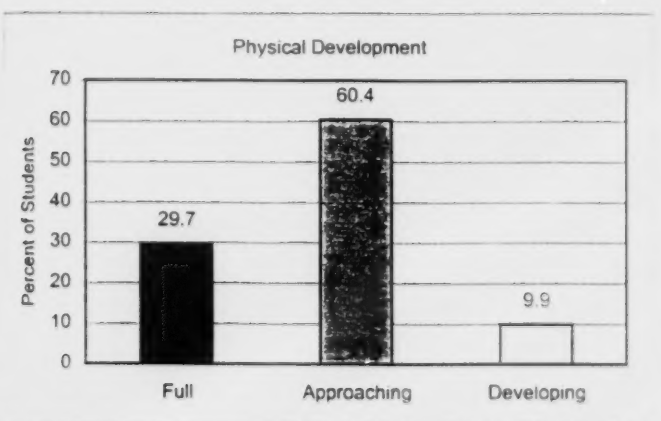


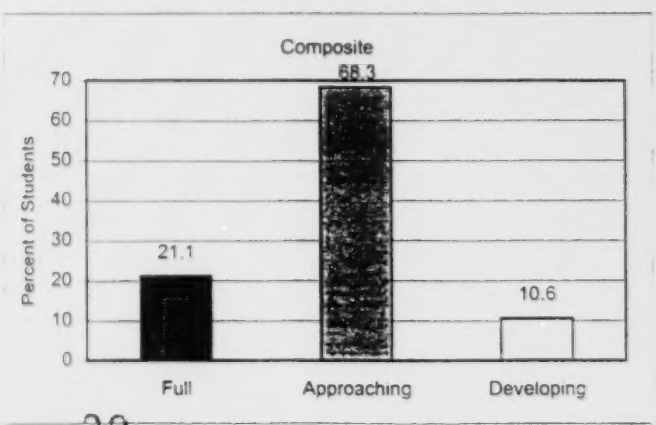












BALTIMORE COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	55.6	*	*	77.8	*	*	77.8	*	0.0	77.8	*	0.0	100.0	0.0	55.6	*	*	*	66.7	0.0	*	93.8	0.0
Asian/Pacific Islander	37.5	50.0	12.5	19.4	52.8	27.8	38.9	40.3	20.8	0.0	69.0	31.0	13.9	68.1	18.1	22.2	52.8	25.0	30.6	61.1	8.3	19.4	61.1	19.4
African American	25.6	52.1	22.3	15.8	54.9	29.3	24.5	48.8	37.5	3.9	58.4	37.7	15.8	67.5	16.7	22.6	64.2	13.2	24.9	62.9	12.1	15.7	74.1	10.2
White	38.9	48.9	12.2	30.3	52.0	17.7	39.7	44.5	15.8	12.6	64.7	22.7	30.1	61.9	8.1	32.7	57.0	10.3	31.6	59.3	9.1	30.0	58.3	11.7
Hispanic	26.7	55.6	17.8	17.8	51.1	31.1	24.4	48.9	26.7	*	57.8	37.8	*	71.1	20.0	31.1	51.1	17.8	28.9	60.0	11.1	24.1	68.7	7.1
Gender																								
Male	28.1	53.0	18.9	21.2	53.9	24.9	32.1	48.2	19.7	9.2	61.6	29.2	23.7	63.7	12.6	22.5	60.9	16.6	25.2	62.0	12.8	17.7	69.1	13.3
Female	43.1	46.3	10.6	30.6	51.9	17.5	38.1	43.4	18.5	10.0	64.5	25.5	26.1	64.7	9.2	37.8	55.7	6.5	35.0	58.3	6.7	24.9	67.6	7.5
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available:														
Nursery										data under review														
Home																								
Other																								
IEP																								
Yes	29.2	55.8	15.0	18.6	58.4	23.0	31.9	45.1	23.0	7.1	63.7	29.2	26.5	60.2	13.3	28.3	55.8	15.9	15.2	67.9	17.0	21.1	58.8	20.2
No	35.5	49.4	15.0	26.1	52.6	21.3	35.2	46.0	18.9	9.8	62.9	27.3	24.7	64.4	10.9	29.8	58.7	11.5	30.8	58.7	9.5	21.2	68.7	10.2
LEP																								
Yes	35.9	51.3	12.8	12.8	56.4	30.8	33.3	43.6	23.1	0.0	69.2	30.8	17.9	71.8	*	17.9	61.5	20.5	28.2	64.1	*	23.1	56.4	20.5
No	35.1	49.8	15.1	25.9	52.9	21.2	35.0	46.0	19.0	9.8	62.8	27.4	25.0	64.0	11.0	30.0	58.4	11.6	29.8	60.2	10.0	21.1	68.5	10.4
* = fewer than 5																								

B15

BEST COPY AVAILABLE

BALTIMORE COUNTY

Summary

The Baltimore County results show that 68.3% of the Kindergarten students were scored in the "Approaching Readiness" category when all scores were combined for the composite measure. The "Full Readiness" category scores were the next most frequent with 21.1%, while 10.6% were scored in the "Developing Readiness" range. The general pattern with the seven domain results is the same with those students rated to be approaching readiness having the largest percentage of students.

Domain Results

Social and Personal

- 50% at "Approaching Readiness"
- "Full Readiness" contained more than twice as many (34.9%) as "Developing" (15.1%).

Language and Literacy

- 52.9% at "Approaching Readiness"
- "Full Readiness" and "Developing" had similar numbers, 25.5% and 21.6% respectively.

Mathematical Thinking

- The 35% of students at "Full Readiness" were the most for the seven domains.
- "Approaching" is still the most frequent score (45.8%) with 19.2% at "Developing"

Scientific Thinking

- The smallest percentage of students were scored in the "Full Readiness" range with 9.4%
- 63% at "Approaching" was the majority score
- "Developing", at 27.5%, was the largest percentage in this score range for all seven domains

Social Studies

- 64.1% at "Approaching" is the most in this category across all seven domains
- "Full" (24.8%) and "Developing" (11.1%) combined for 35.9% of the students

The Arts

- "Approaching" at 58.5 percent
- "Full" was next with 29.6% while "Developing" was 11.9%

Physical Development

- 60.4% at "Approaching"
- "Full" was next with 29.7% while "Developing" was 9.9%

Disaggregated Information

Race/Ethnicity

- The percent of students demonstrating "Full Readiness" on the composite score ranged from a high of 30% for white students to a low of 15.7% for African American students.
- However, when the "Approaching" category was chosen, 74.1% of the African Americans were in this category while 58.3% of the white students were. This leaves a larger number of white students (11.7%) rated to be developing than African American (10.2%)
- This same pattern is found in most of the domain distributions

Gender

- A smaller percentage of males (17.7%) were scored as fully ready than the females (24.9%)
- A smaller percentage of females (7.5%) than males (13.3%) were considered developing

Prior Care

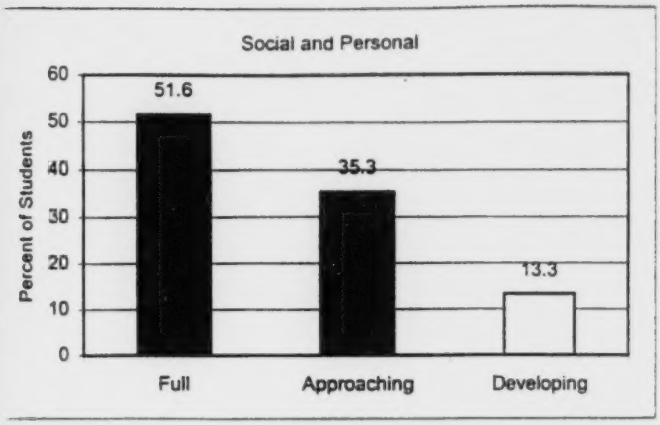
- Baltimore County reported no data for prior care.

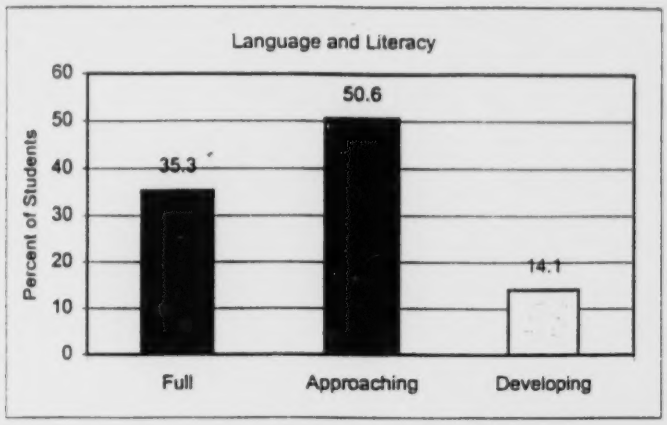
IEP

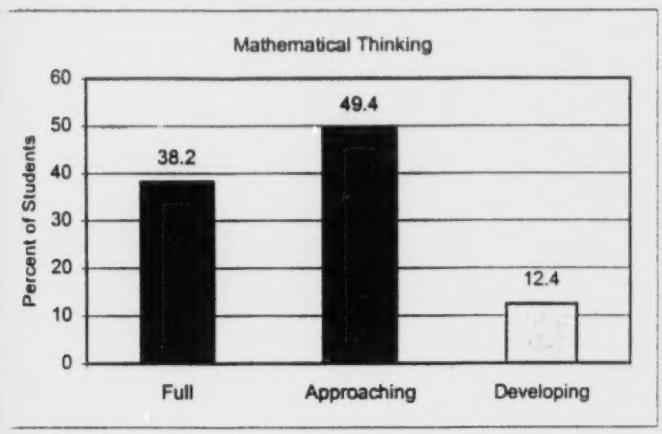
- At the top end of the scale, "Full Readiness", there was little difference between those students with Individual Educational Plans (21.1%) than those without (21.2%)
- More divergence was found in the "Developing" category with 20.2% of the IEP students and 10.2% of the non-IEP students

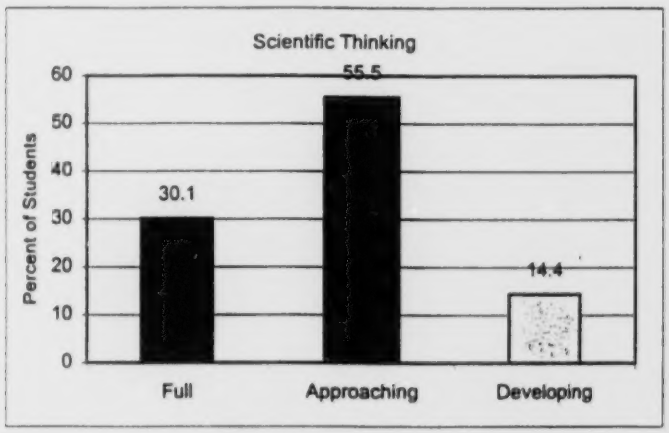
LEP

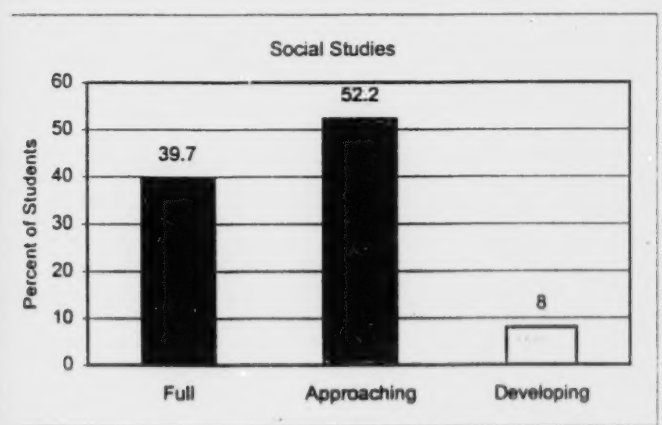
- A higher percentage of students (23.1%) receiving Limited English Proficient services scored in the "Full" range than those non-LEP (21.1%)
- 20.5% LEP students were scored "Developing" while 10.4% of the non-LEP students received this rating

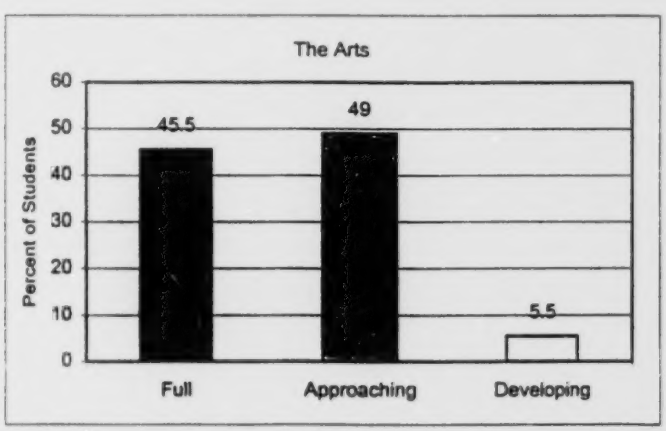

Social and Personal
Percent of Students
60
50
40
30
20
10
0
51.6
35.3
13.3
Full
Approaching
Developing

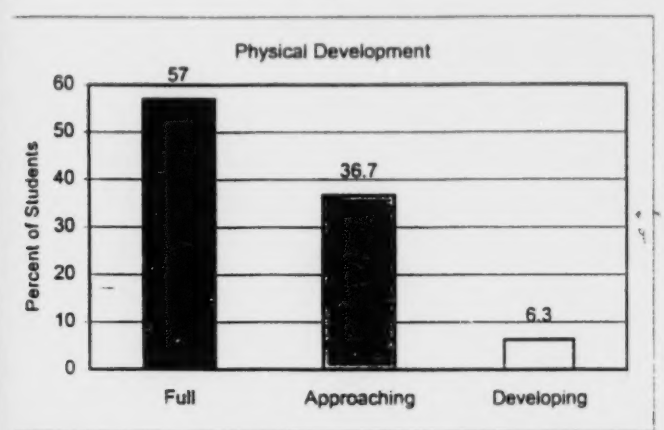

Language and Literacy
Percent of Students
60
50
40
30
20
10
0
35.3
50.6
14.1
Full
Approaching
Developing

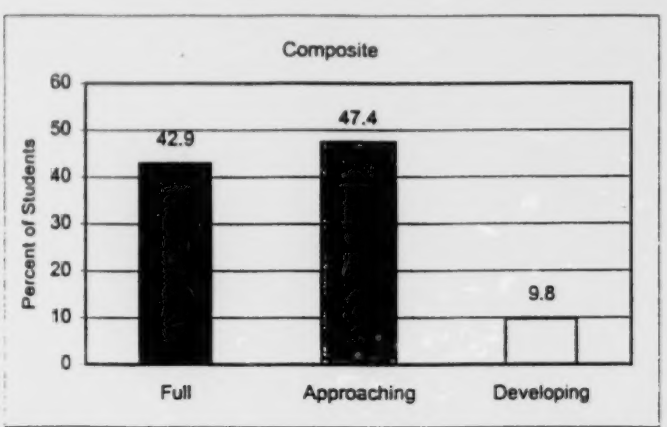

Mathematical Thinking
Percent of Students
60
50
40
30
20
10
0
38.2
49.4
12.4
Full
Approaching
Developing


Scientific Thinking
Percent of Students
60
50
40
30
20
10
0
30.1
55.5
14.4
Full
Approaching
Developing


Social Studies
Percent of Students
60
50
40
30
20
10
0
39.7
52.2
8
Full
Approaching
Developing


The Arts
Percent of Students
60
50
40
30
20
10
0
45.5
49
5.5
Full
Approaching
Developing


Physical Development
Percent of Students
60
50
40
30
20
10
0
57
36.7
6.3
Full
Approaching
Developing


Composite
Percent of Students
60
50
40
30
20
10
0
42.9
47.4
9.8
Full
Approaching
Developing

CALVERT COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0
Asian/Pacific Islander	*	*	0.0	*	*	*	*	*	0.0	*	*	*	*	*	*	*	*	0.0	*	*	0.0	*	*	0.0
African American	31.3	37.5	31.3	18.8	54.2	27.1	29.2	47.9	22.9	22.4	51.0	26.5	28.6	55.1	16.3	39.6	47.9	12.5	42.9	42.9	14.3	28.9	48.9	22.2
White	56.5	33.7	9.8	39.0	49.8	11.2	40.7	49.0	10.3	32.3	56.0	11.7	42.8	51.2	6.0	48.0	47.6	4.4	61.0	34.3	4.7	47.1	46.2	6.7
Hispanic	*	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	0.0	*	*	*	0.0	*	*
Gender																								
Male	45.4	39.7	14.9	31.2	52.6	16.2	38.0	47.4	14.6	29.0	58.5	12.5	37.4	53.8	8.8	39.0	54.7	6.3	53.4	40.2	6.3	38.5	51.7	9.8
Female	59.4	29.4	11.2	40.7	47.9	11.4	38.9	51.4	9.7	31.3	52.1	16.7	43.0	50.0	7.0	53.8	41.7	4.5	61.5	32.2	6.3	48.4	41.9	9.7
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family																								
Nursery										Sufficient data not available:														
Home										data under review														
Other																								
IEP																								
Yes	38.1	52.4	*	25.0	55.0	*	28.6	47.6	23.8	*	75.0	*	42.9	47.6	*	44.4	44.4	*	65.0	30.0	*	53.3	40.0	*
No	52.7	33.8	13.5	36.2	50.2	13.7	39.1	49.3	11.6	30.7	54.3	15.0	39.7	52.4	7.9	45.8	49.1	5.1	56.6	37.0	6.4	42.5	47.6	9.9
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	51.7	35.0	13.2	35.5	50.5	14.1	38.4	49.2	12.4	30.0	55.6	14.4	39.9	52.1	8.0	45.7	46.8	5.5	57.1	36.6	6.3	43.1	47.2	9.7
* = fewer than 5																								

B18

BEST COPY AVAILABLE

CALVERT COUNTY

Summary

The Calvert County results show that 47.4% of the Kindergarten students were scored in the "Approaching Readiness" category when all scores were combined for the composite measure. The "Full Readiness" category scores were a close second with 42.9%, while 9.8% were scored in the "Developing Readiness" range. In two domains, Social and Personal and Physical Development, a larger percentage of students scored fully ready than in any other domain. The other five showed more students in the "Approaching" range than "Full".

Domain Results

Social and Personal

- 51.6% at "Full Readiness"
- 35.3% were "Approaching" while "Developing" showed 13.3%

Language and Literacy

- 50.6% at "Approaching Readiness"
- "Full Readiness" and "Developing" were 35.3% and 14.1% respectively.

Mathematical Thinking

- 38.2% of students were at "Full Readiness"
- "Approaching" is still the most frequent score (49.4%) with 12.4% at "Developing"

Scientific Thinking

- The smallest percentage of students were scored in the "Developing" range with 14.4%
- 55.5% at "Approaching" was the majority score
- "Full", at 30.1%, was the smallest percentage in this proficiency level for all seven domains

Social Studies

- 52.2% at "Approaching" is the majority score
- "Full" (39.7%) and "Developing" (8%)

The Arts

- "Approaching" at 49%
- "Full" was next with 45.5% while "Developing" was 5.5%

Physical Development

- 36.7% at "Approaching"
- "Full" was the majority score with 57% while "Developing" was 6.3%

Disaggregated Information

Race/Ethnicity

- There were too few American Indian/Alaskan Islander, Asian and Hispanic students to report. White students were rated at "Full Readiness" in 47.1% of cases while 28.9% African American students fall in the same category.
- 48.9% African American students scored "Approaching" and 22.2% "Developing"
- 46.2% white students scored "Approaching" and 6.7% "Developing"

Gender

- A smaller percentage of males (38.5%) were scored as fully ready than the females (48.4%)
- 9.7% females and 9.8% males were considered developing

Prior Care

- Calvert County reported no data for prior care.

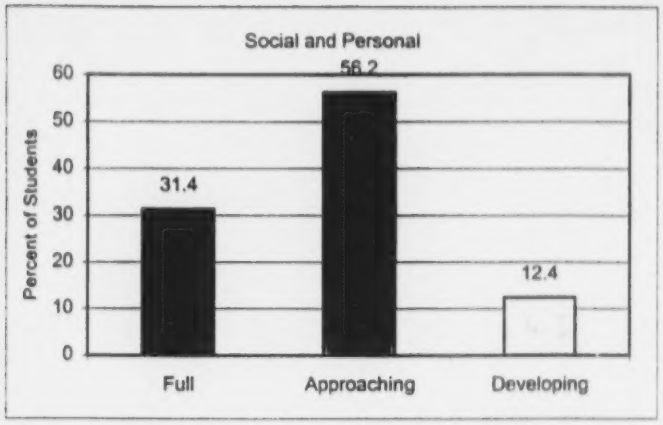
IEP

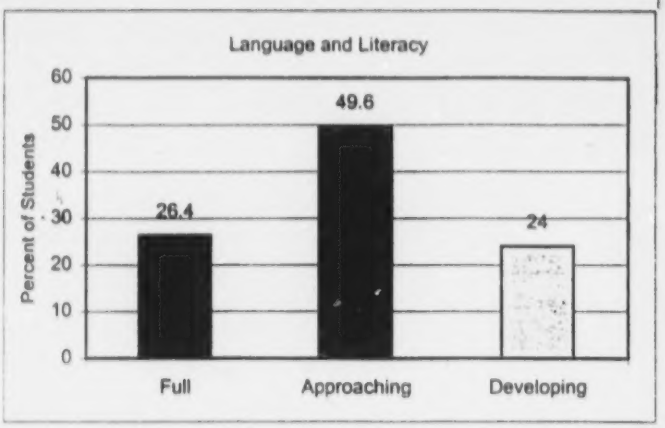
- Those students with Individual Educational Plans were rated at "Full Readiness" 53.3% of the time while those non-IEP students are rated there 42.5%
- 40% of the students with IEP were scored "Approaching", 47.6% of non-IEP

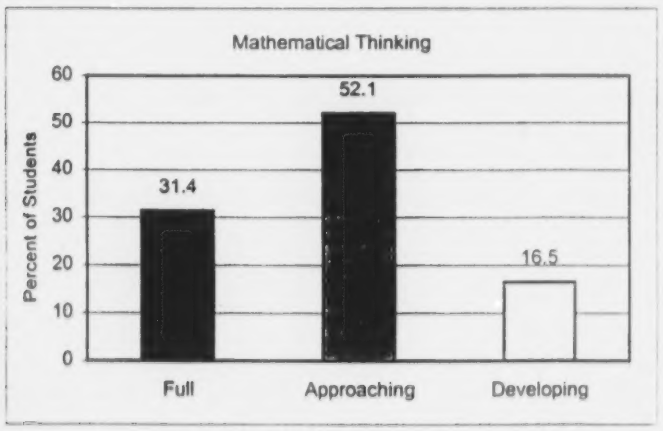
LEP

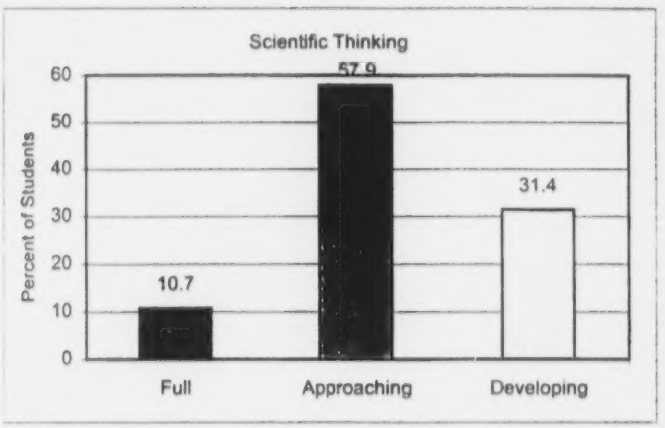
- Calvert County reported no students receiving LEP services

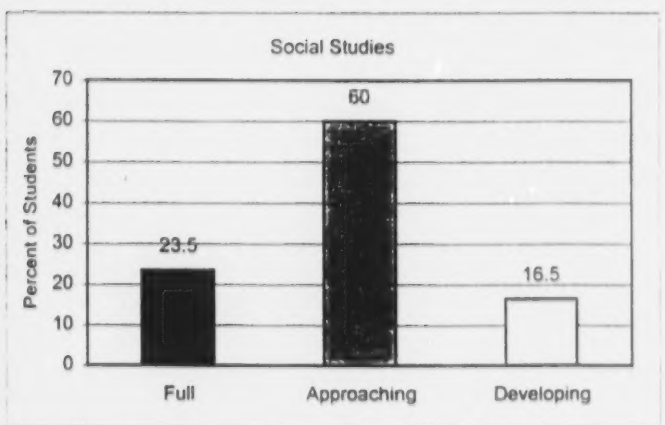
CAROLINE COUNTY

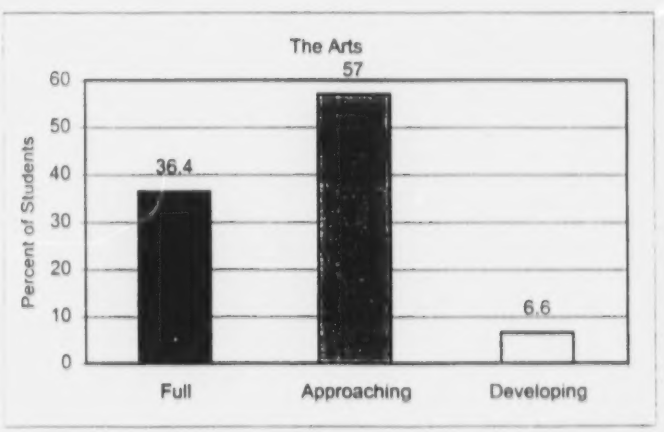


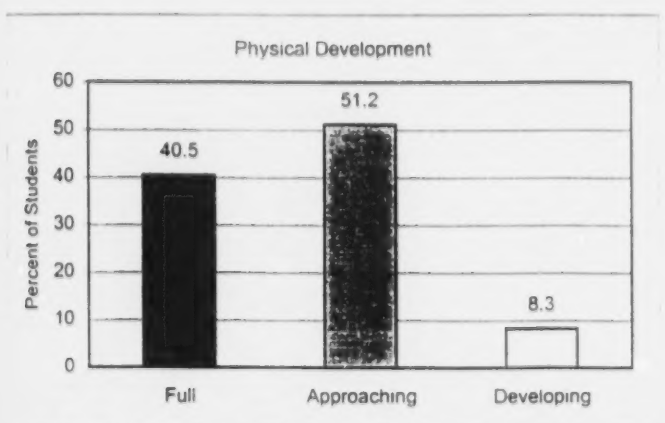


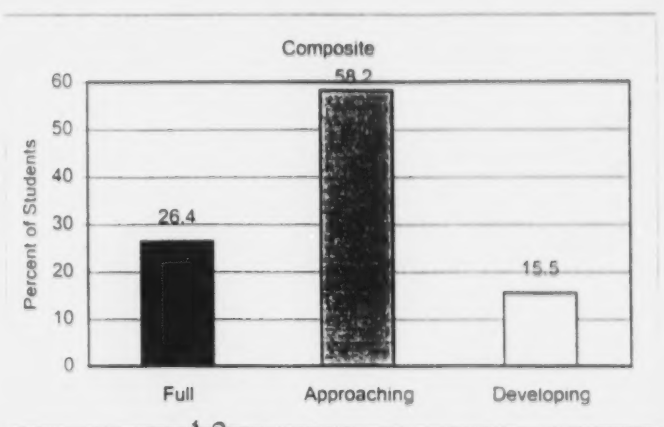












CAROLINE COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
African American										Possible coding errors:														
White										data under review														
Hispanic																								
Gender																								
Male	28.6	54.0	17.5	24.2	48.4	27.4	33.3	46.0	20.6	11.3	56.5	32.3	23.3	56.7	20.0	28.6	60.3	11.1	35.5	54.8	9.7	24.1	55.2	20.7
Female	34.5	58.6	*	28.8	50.8	20.3	29.3	58.6	12.1	10.2	59.3	30.5	23.6	63.6	12.7	44.8	53.4	*	45.8	47.5	*	28.8	61.5	9.6
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available:														
Nursery										data under review														
Home																								
Other																								
IEP																								
Yes	*	*	42.9	*	*	57.1	35.7	*	42.9	*	*	64.3	*	38.5	38.5	42.9	35.7	*	*	57.1	*	*	*	53.8
No	31.8	59.8	8.4	28.0	52.3	19.6	30.8	56.1	13.1	11.2	61.7	27.1	23.5	62.7	13.7	35.5	59.8	4.7	42.1	50.5	7.5	27.8	61.9	10.3
LEP																								
Yes	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	0.0	0.0	*	0.0	*	*	0.0	0.0	*	*
No	32.5	55.6	12.0	27.4	48.7	23.9	32.5	51.3	16.2	11.1	58.1	30.8	24.3	58.6	17.1	37.6	55.6	6.8	41.0	50.4	8.5	27.4	57.5	15.1

* = fewer than 5 x= no data available

B21

BEST COPY AVAILABLE

CAROLINE COUNTY

Summary

The Caroline County results show that 58.2% of the Kindergarten students were scored in the "Approaching Readiness" category when all scores were combined for the composite measure. The "Full Readiness" category scores came a close second with 26.4%, while 15.5% were scored in the "Developing Readiness" range. All domains showed the majority of students falling in the "Approaching" category. Except for Scientific Thinking, the other domains follow the pattern of "Full Readiness" having more students than "Developing".

Domain Results

Social and Personal

- 56.2% at "Approaching Readiness"
- 31.4% were "Full" while "Developing" showed 12.4%

Language and Literacy

- 49.6% at "Approaching Readiness"
- "Full Readiness" and "Developing" had similar numbers, 26.4% and 24% respectively.

Mathematical Thinking

- The 31.4% of students at "Full Readiness" was one of the largest for the seven domains.
- "Approaching" is still the most frequent score (52.1%) with 16.5% at "Developing"

Scientific Thinking

- The smallest percentage of students were scored in the "Full Readiness" range with 10.7%
- 57.9% at "Approaching" was the majority score
- "Developing" was 31.4%

Social Studies

- 60% at "Approaching" is the most in this category across all seven domains
- "Full" (23.5%) and "Developing" (16.5%)

The Arts

- "Approaching" at 57.0%
- "Full" was next with 36.4% while "Developing" was 6.6%

Physical Development

- 51.2% at "Approaching" was the largest percent
- "Full" was next with 40.5% while "Developing" was 8.3%

Disaggregated Information

Race/Ethnicity

- Due to a reporting error, the race/ethnicity data for Caroline County are unavailable.

Gender

- A smaller percent of males (24.1%) were scored as fully ready than the females (28.8%)
- A smaller percent of females (9.6%) than males (20.7%) were considered developing

Prior Care

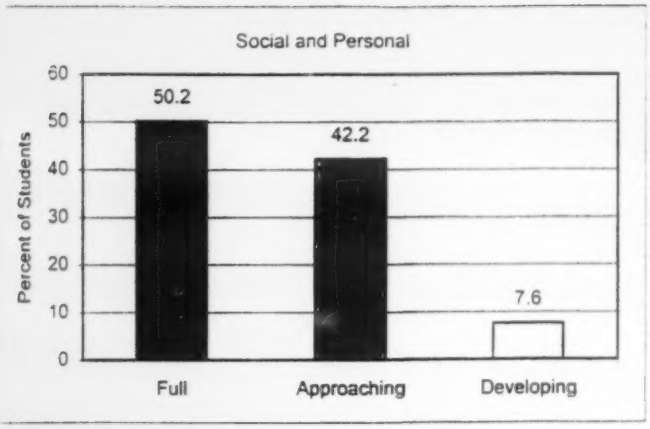
- Caroline County reported no data for prior care.

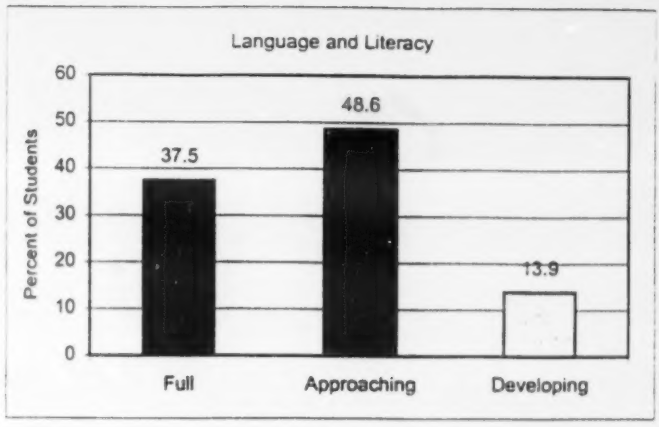
IEP

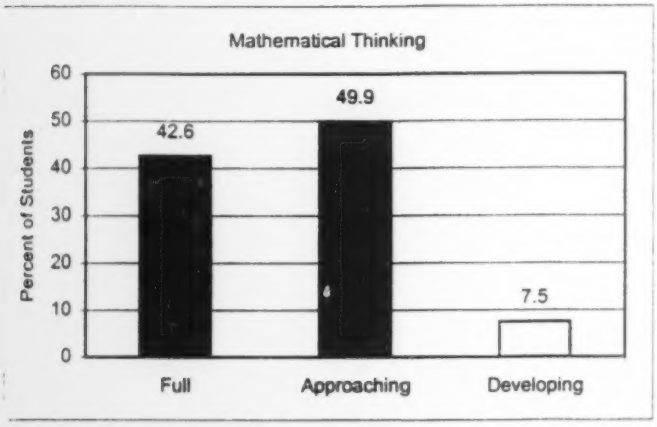
- There was such a low incidence of students with IEP that the data are not useful.

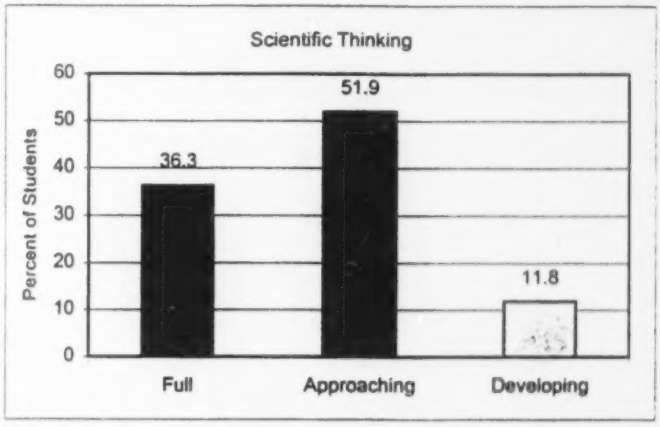
LEP

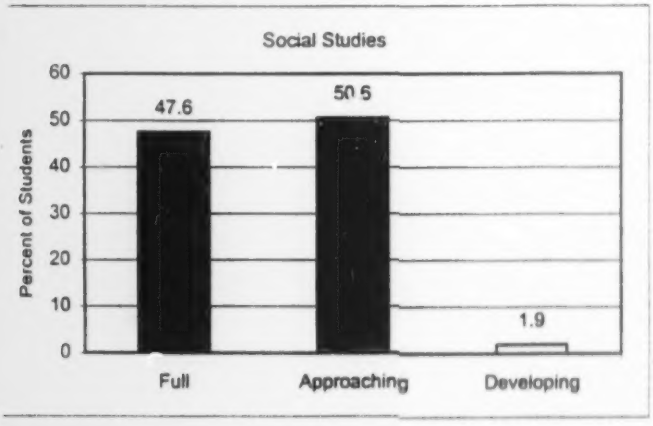
- There was such a low incidence of students receiving services for Limited English Proficiency that the data are not useful.

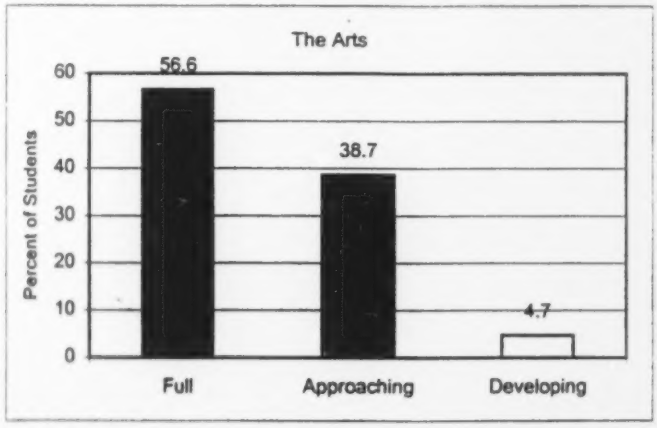

Social and Personal
Percent of Students
60
50
40
30
20
10
0
50.2
42.2
7.6
Full
Approaching
Developing

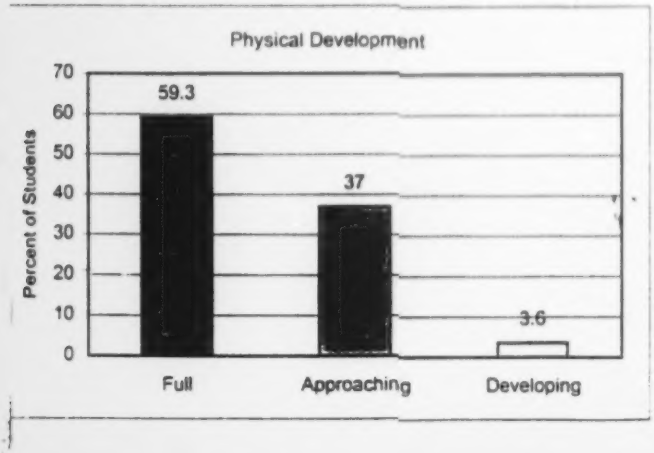

Language and Literacy
Percent of Students
60
50
40
30
20
10
0
37.5
48.6
13.9
Full
Approaching
Developing

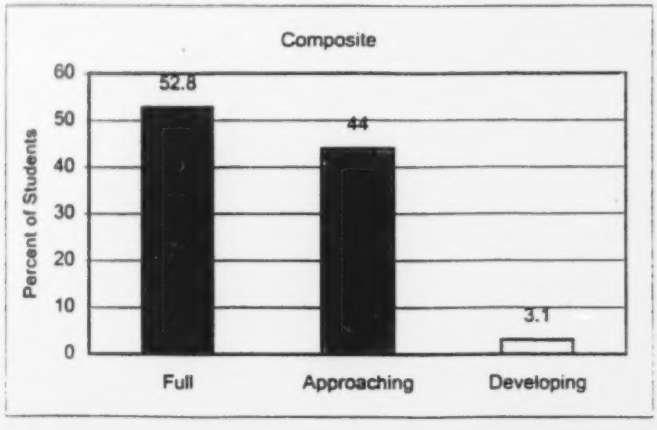

Mathematical Thinking
Percent of Students
60
50
40
30
20
10
0
42.6
49.9
7.5
Full
Approaching
Developing


Scientific Thinking
Percent of Students
60
50
40
30
20
10
0
36.3
51.9
11.8
Full
Approaching
Developing


Social Studies
Percent of Students
60
50
40
30
20
10
0
47.6
50.5
1.9
Full
Approaching
Developing


The Arts
Percent of Students
60
50
40
30
20
10
0
56.6
38.7
4.7
Full
Approaching
Developing


Physical Development
Percent of Students
70
60
50
40
30
20
10
0
59.3
37
3.6
Full
Approaching
Developing


Composite
Percent of Students
60
50
40
30
20
10
0
52.8
44
3.1
Full
Approaching
Developing

CARROLL COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
African American										Possible coding errors:														
White										data under review														
Hispanic																								
Gender																								
Male	44.7	44.4	10.9	34.5	47.6	17.9	42.5	49.1	8.5	35.6	51.4	13.0	44.8	52.2	3.0	50.6	42.1	7.2	57.0	39.0	4.0	48.2	46.1	5.6
Female	57.0	39.5	3.5	41.2	49.8	8.9	42.7	51.0	6.3	37.2	52.5	10.3	51.1	48.5	*	64.1	34.4	*	62.3	34.6	3.1	58.7	41.3	0.0
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available:														
Nursery										data under review														
Home																								
Other																								
IEP																								
Yes	45.9	51.4	*	18.9	64.9	16.2	36.1	55.6	*	21.6	59.5	18.9	40.0	54.3	*	44.4	47.2	*	45.9	40.5	13.5	47.1	44.1	*
No	50.5	41.6	7.9	38.8	47.5	13.7	43.0	49.5	7.5	37.3	51.4	11.3	48.1	50.3	1.6	57.4	38.1	4.5	60.3	36.8	2.9	53.3	44.0	2.7
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	50.2	42.2	7.6	37.5	48.6	13.9	42.6	49.9	7.5	36.3	51.9	11.8	47.6	50.6	1.9	56.6	38.7	4.7	59.3	37.0	3.6	52.8	44.0	3.1

* = fewer than 5

B24

BEST COPY AVAILABLE

CARROLL COUNTY

Summary

The Carroll County composite results show that 52.8% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores came a close second with 44%, while 3.1% were scored in the "Developing Readiness" range.

Domain Results

While all seven domains showed a low percentage of students in the "Developing" range, there was a fluctuation between "Full" and "Approaching" as to which is larger.

Social and Personal

- 50.2% at "Full Readiness"
- 42.2% were "Approaching" while "Developing" showed 7.6%

Language and Literacy

- 48.6% at "Approaching Readiness"
- "Full Readiness" and "Developing" were 37.5% and 13.9% respectively.

Mathematical Thinking

- 42.6% of students were at "Full Readiness"
- "Approaching" is still the most frequent score (49.9%) with 7.5% at "Developing"

Scientific Thinking

- 36.3% of students were scored in the "Full Readiness" range
- 51.9% at "Approaching" was the majority score
- "Developing" was 11.8%

Social Studies

- 50.6% of students were at "Approaching"
- "Full" (47.6%) and "Developing" (1.9%)

The Arts

- "Full" at 56.6%
- "Approaching" was next with 38.7% while "Developing" was 4.7%

Physical Development

- 59.3% at "Full"
- "Approaching" was next with 37% while "Developing" was 3.6%

Disaggregated Information

Race/Ethnicity

- There was such a low incidence of students in race/ethnicity categories other than white that the data are not useful.
- For white students, 54.2% are scored in "Full Readiness" with 43.1% "Approaching" and 2.7% "Developing"

Gender

- A smaller percent of males (48.2%) were scored at "Full Readiness" than the females (58.7%)
- No females fell in the "Developing" range while 5.6% of the males scored here

Prior Care

- Carroll County reported no data for prior care.

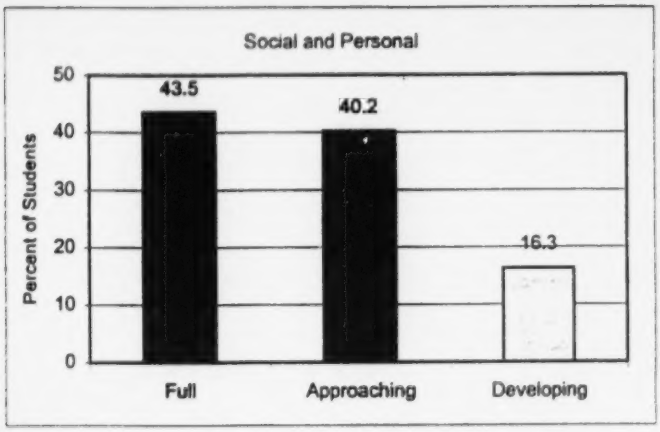
IEP

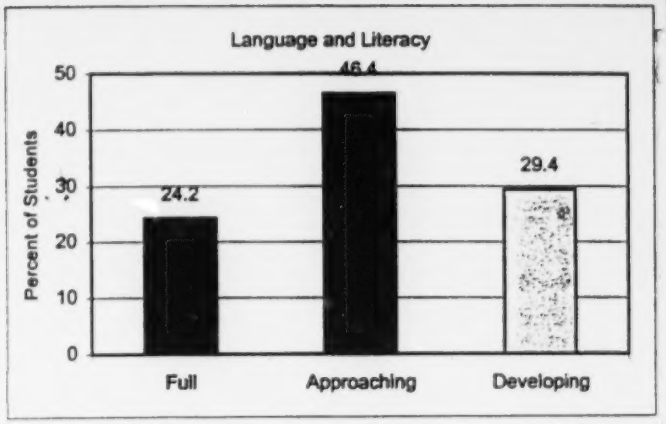
- Those students with IEP had a smaller percent at "Full Readiness" than non-IEP students, 47.1% and 53.3% respectively

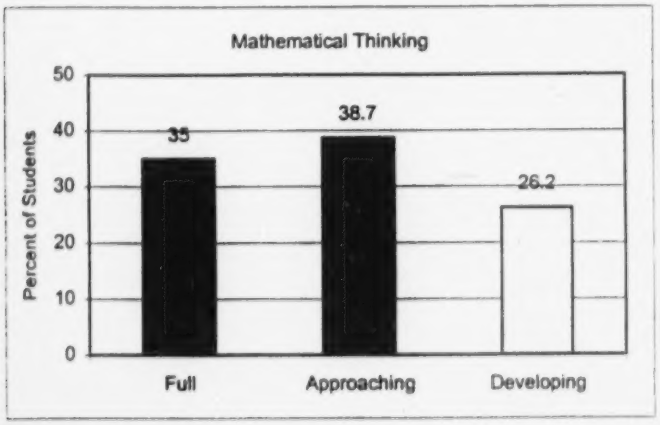
LEP

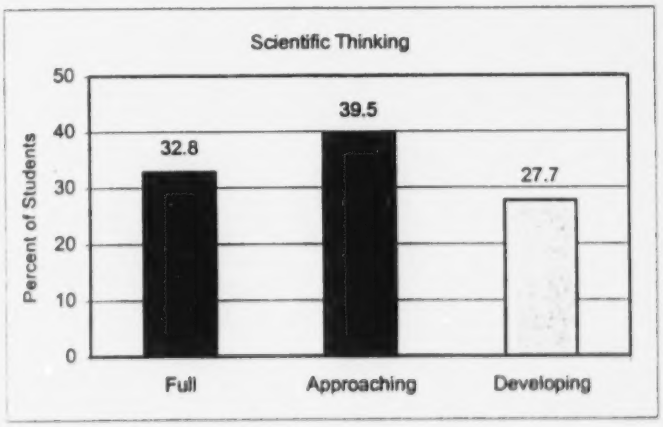
- There were no students reported as receiving Limited English Proficient services in Carroll County

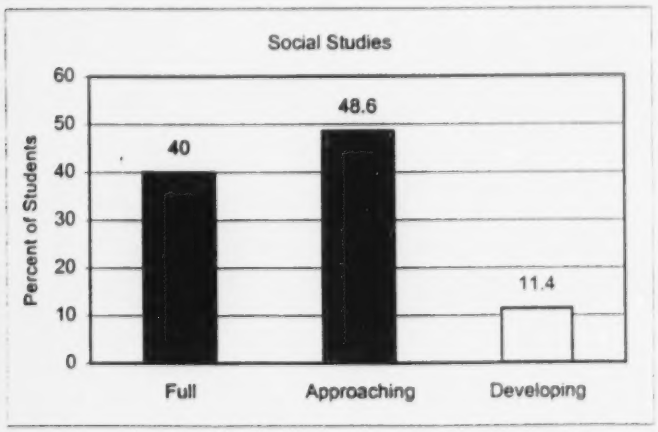
CECIL COUNTY

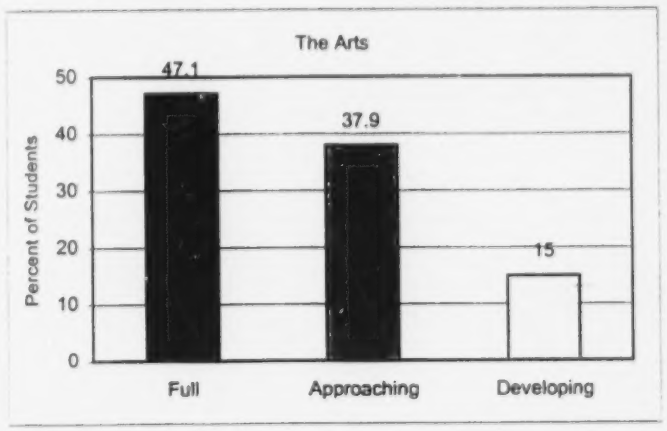


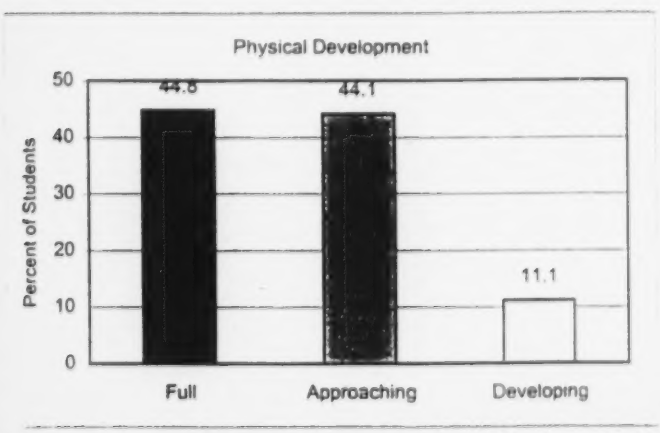


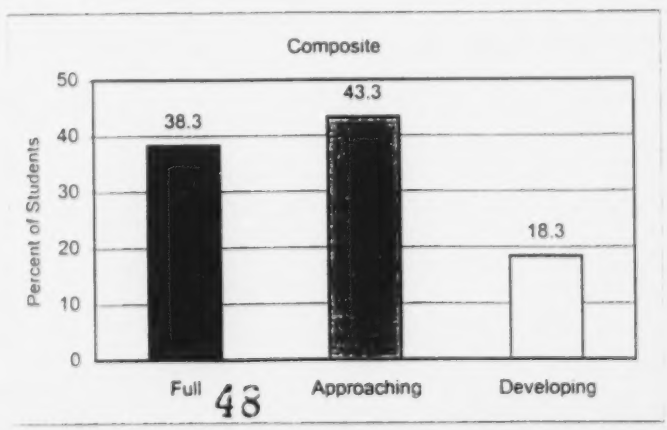












CECIL COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asian/Pacific Islander	*	0.0	*	*	*	0.0	*	*	0.0	*	*	*	*	*	0.0	*	0.0	*	0.0	*	*	*	*	*
African American	34.6	34.6	30.8	19.2	38.5	42.3	23.1	30.8	46.2	*	46.2	38.5	26.9	53.8	19.2	40.0	52.0	*	42.3	30.8	26.9	20.0	40.0	40.0
White	43.8	41.3	14.9	24.4	47.3	28.3	35.5	39.6	24.8	33.6	40.0	26.4	41.0	48.2	10.8	47.2	37.6	15.2	45.5	44.2	10.2	39.6	43.8	16.5
Hispanic	45.5	*	*	*	*	45.5	45.5	*	*	45.5	*	45.5	*	45.5	*	54.5	*	*	*	63.6	0.0	*	*	*
Gender																								
Male	35.1	44.6	20.3	19.0	48.5	32.5	31.9	41.8	26.3	29.4	42.4	28.1	29.4	56.7	13.9	34.6	42.4	22.9	40.9	44.0	15.1	30.4	48.9	20.7
Female	53.3	35.2	11.6	30.3	43.9	25.8	38.7	35.2	26.1	36.7	36.2	27.1	52.3	39.1	8.6	61.7	32.7	5.6	49.2	44.2	6.5	47.7	36.8	15.5
Prior Care																								
Head Start																								
Pre-K																								
Center									Sufficient data not available:															
Family									data under review															
Nursery																								
Home																								
Other																								
IEP																								
Yes	29.3	39.0	31.7	17.5	25.0	57.5	31.7	24.4	43.9	29.3	24.4	46.3	26.8	41.5	31.7	39.0	39.0	22.0	31.7	43.9	24.4	25.0	40.0	35.0
No	45.0	40.4	14.7	24.9	48.6	26.5	35.4	40.3	24.4	33.2	41.1	25.7	41.3	49.4	9.3	47.9	37.8	14.2	46.2	44.1	9.7	39.7	43.7	16.6
LEP																								
Yes	*	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	85.7	*	*	*	*	*	*	*	0.0	*	*
No	43.7	40.0	16.3	24.6	46.4	28.9	35.6	38.4	25.9	33.3	39.5	27.2	40.6	48.0	11.4	46.8	38.2	15.0	45.0	43.9	11.1	38.9	43.2	17.9
* = fewer than 5																								

B27

BEST COPY AVAILABLE

CECIL COUNTY

Summary
The Cecil County composite results show that 43.3% of the Kindergarten students were scored in the "Approaching Readiness" category when all scores were combined for the composite measure. The "Full Readiness" category scores were rated a close second with 38.3%, while 18.3% were scored in the "Developing Readiness" range. In four of the seven domains, the percentage scored as "Approaching Readiness" exceeded the other two score ranges. In Social and Personal, The Arts and Physical Development the "Full" percentage is the largest.

Domain Results

Social and Personal
- 43.5% at "Approaching Readiness"
- 40.2% were "Full" while "Developing" showed 16.3%

Language and Literacy
- 46.4% at "Approaching Readiness"
- "Full Readiness" and "Developing" were 24.2% and 29.4% respectively.

Mathematical Thinking
- 35% of students were at "Full Readiness"
- "Approaching" is still the most frequent score (38.7%) with 26.2% at "Developing"

Scientific Thinking
- 32.8% of students were scored in the "Full Readiness" range
- 39.5% at "Approaching" was the majority score
- "Developing" was 27.7%

Social Studies
- 48.6% of students were at "Approaching"
- "Full" (40%) and "Developing" (11.4%)

The Arts
- "Full" at 47.1 percent
- "Approaching" was next with 37.9% while "Developing" was 15%

Physical Development
- 44.8% at "Full"
- "Approaching" was next with 44.1% while "Developing" was 11.1%

Disaggregated Information

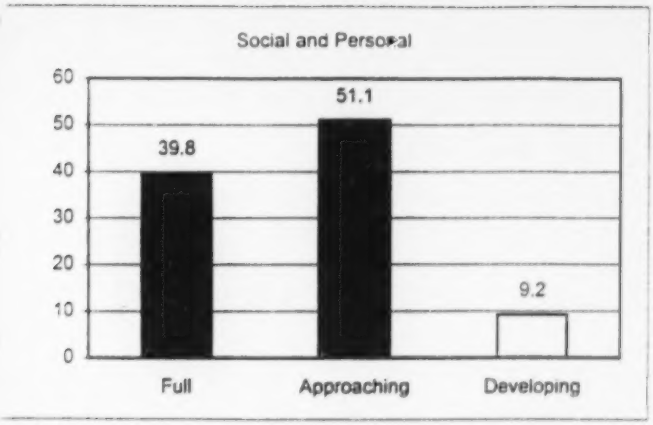
Race/Ethnicity
- There was such a low incidence of students in race/ethnicity categories other than African American and white that the data are not useful.
- For white students, 39.6% are scored in "Full Readiness" with 43.8% "Approaching" and 16.5% "Developing"
- African American students had 20% at "Full Readiness", 40% at "Approaching" and 40% at "Developing"

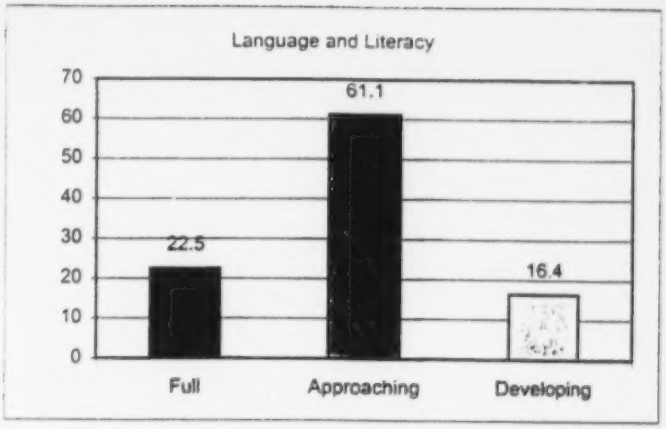
Gender
- A smaller percent of males (30.4%) were scored as fully ready than the females (47.7%)
- 15.5% females fell in the "Developing" range while 20.7% of the males scored here

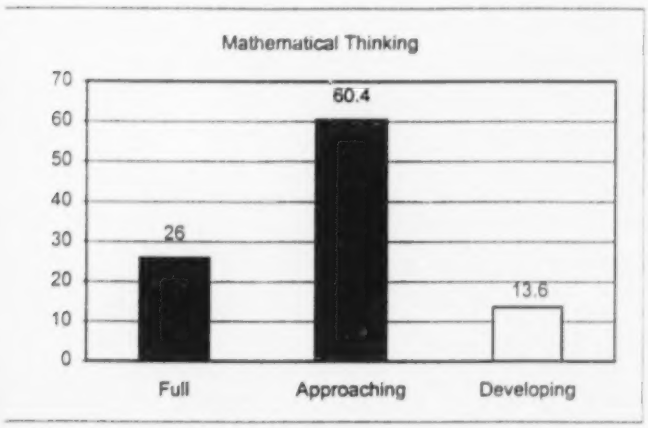
Prior Care
- Cecil County reported no data for prior care.

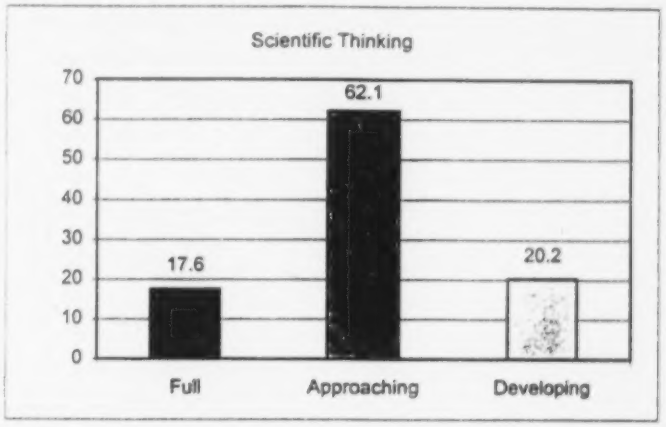
IEP
- Those students with IEP had a smaller percent at "Full Readiness" than non-IEP students, 25% and 39.7% respectively
- 40% and 43.7%, respectively, are the "Approaching" percentages for IEP and Non-IEP students

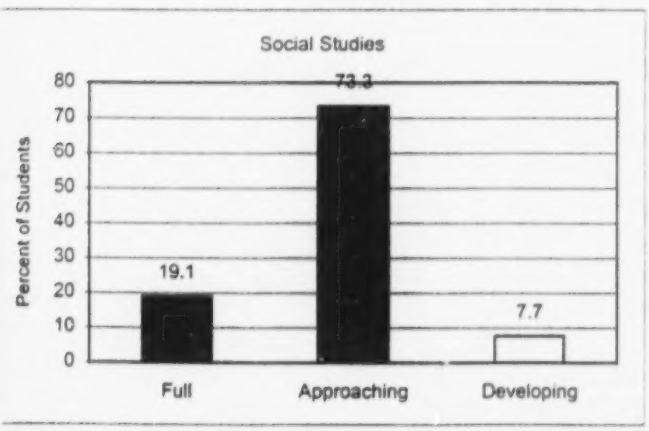
LEP
- There was such a low incidence of students reported as receiving Limited English Proficient services in Cecil County that the data are not useful.

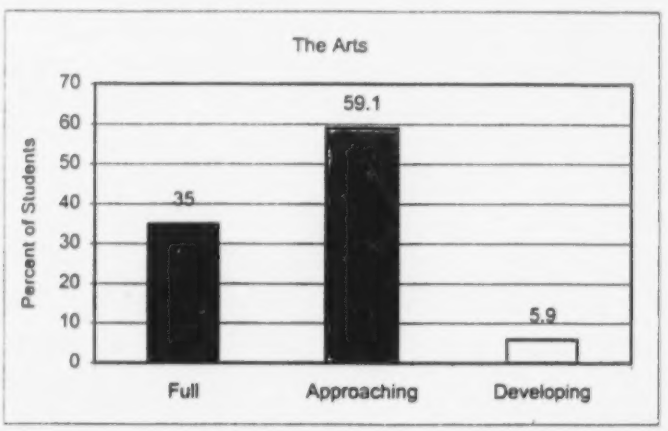

Social and Personal
60
50
40
30
20
10
0
39.8
51.1
9.2
Full
Approaching
Developing

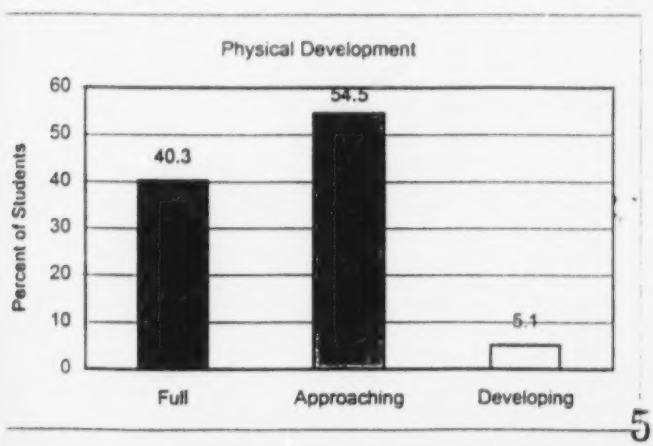

Language and Literacy
70
60
50
40
30
20
10
0
22.5
61.1
16.4
Full
Approaching
Developing

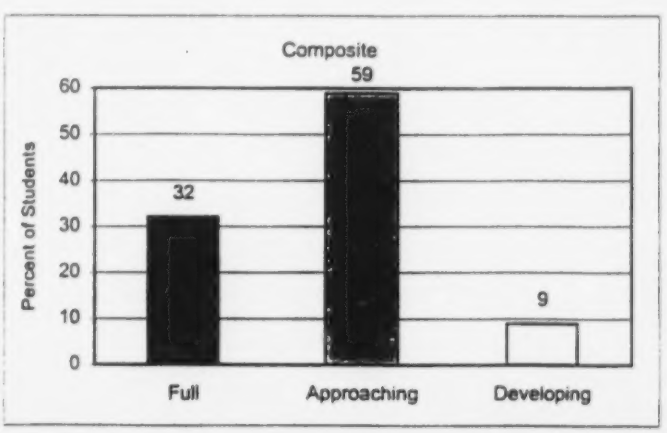

Mathematical Thinking
70
60
50
40
30
20
10
0
26
60.4
13.6
Full
Approaching
Developing


Scientific Thinking
70
60
50
40
30
20
10
0
17.6
62.1
20.2
Full
Approaching
Developing


Social Studies
Percent of Students
80
70
60
50
40
30
20
10
0
19.1
73.3
7.7
Full
Approaching
Developing


The Arts
Percent of Students
70
60
50
40
30
20
10
0
35
59.1
5.9
Full
Approaching
Developing


Physical Development
Percent of Students
60
50
40
30
20
10
0
40.3
54.5
5.1
Full
Approaching
Developing


Composite
Percent of Students
60
50
40
30
20
10
0
32
59
9
Full
Approaching
Developing

CHARLES COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
African American							Possible coding errors:																	
White							data under review																	
Hispanic																								
Gender																								
Male	34.9	54.2	10.9	22.3	57.9	19.8	25.7	60.9	13.5	19.5	61.0	19.5	21.3	69.7	9.0	31.8	60.4	7.8	36.9	57.4	5.7	30.2	60.3	9.5
Female	46.3	46.9	6.8	22.8	65.6	11.7	26.4	59.8	13.8	15.2	63.6	21.2	16.1	78.0	5.9	39.1	57.5	3.4	44.9	50.8	4.3	34.5	57.2	8.3
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family							Sufficient data not available:																	
Nursery							data under review																	
Home																								
Other																								
IEP																								
Yes	26.9	53.8	19.2	*	48.1	37.0	19.2	46.2	34.6	22.2	40.7	37.0	*	63.0	22.2	33.3	62.5	*	29.6	63.0	*	22.7	45.5	31.8
No	40.6	50.9	8.5	23.0	62.0	14.9	26.5	61.4	12.2	17.3	63.6	19.1	19.4	73.9	6.7	35.1	58.9	6.0	41.0	54.0	5.0	32.7	59.9	7.4
LEP																								
Yes	*	70.0	0.0	0.0	100.0	0.0	*	70.0	*	0.0	90.0	*	0.0	90.0	*	*	88.9	0.0	*	70.0	0.0	*	88.9	0.0
No	40.0	50.6	9.4	23.1	60.2	16.7	26.1	60.2	13.7	18.1	61.4	20.5	19.5	72.9	7.6	35.6	58.4	6.0	40.6	54.2	5.3	32.6	58.2	9.2
* = fewer than 5																								

BEST COPY AVAILABLE

CHARLES COUNTY

Summary
The Charles County results show that the most Kindergarten students were scored in the "Approaching Readiness" category (59%) when all scores were combined for the composite measure. The "Full Readiness" category scores were second with 32% of the students, while 9% were scored in the "Developing Readiness" range. The same pattern is evident throughout the seven domains, with the largest percentage falling in the "Approaching" proficiency level.

Domain Results

Social and Personal
- 39.8% were rated at "Full Readiness"
- 51.1% "Approaching", 9.2% "Developing"

Language and Literacy
- Students rated at "Full" (22.5%) and "Approaching" (61.1%)
- 16.4% demonstrated "Developing"

Mathematical Thinking
- "Full" and "Approaching Readiness" scores are 26% and 60.4% respectively
- 13.6% were scored as "Developing Readiness"

Scientific Thinking
- 17.6% are fully ready
- 20.2% were scored in the "Developing" with 62.1% in "Approaching Readiness"

Social Studies
- 73.3% "Approaching Readiness"
- 19.1% were rated fully ready and 7.7% were developing.

The Arts
- 35%"Full Readiness", 59.1% "Approaching"
- 5.9% of students are rated "Developing"

Physical Development
- The 40.3% at "Full Readiness"
- 54.5% "Approaching Readiness" and 5.1% "Developing"

Disaggregated Information

Race/Ethnicity
- Due to a reporting error, the race/ethnicity data for Charles County is unavailable.

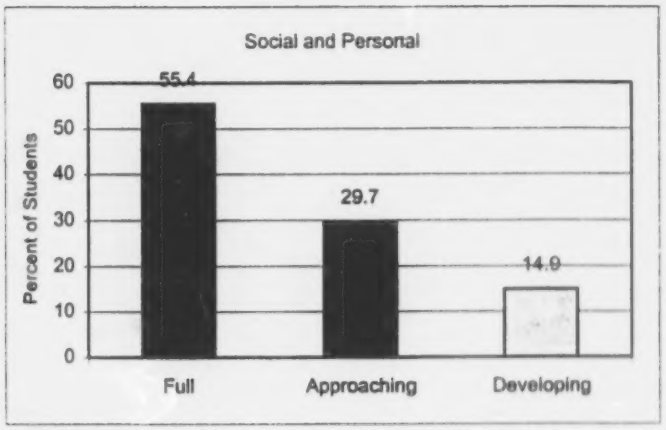
Gender
- 34.5% of the females were rated "Full Readiness" while 30.2% of the boys scored in this level
- 9.5% of the males were at "Approaching", females 8.3%

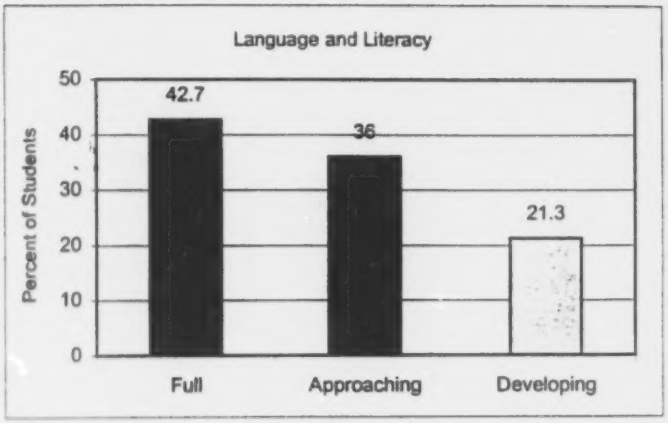
Prior Care
- Data are insufficient to be disaggregated

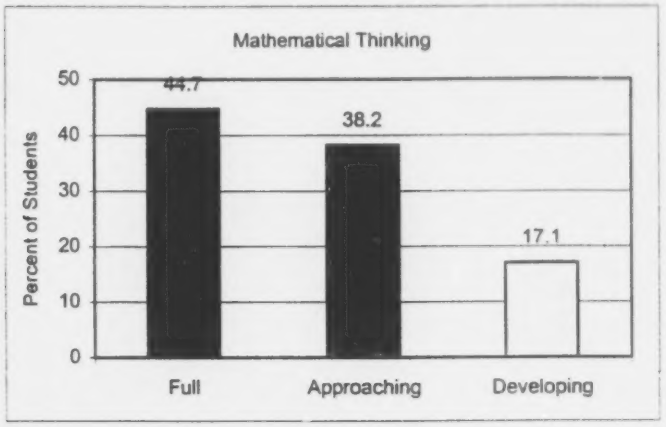
IEP
- Students with Individual Educational Plans (IEP) were found to be fully ready for school less frequently than those students without an IEP, 22.7% and 32.7%, respectively.
- 45.5% of the IEP students scored "Approaching" and 59.9% for non-IEP

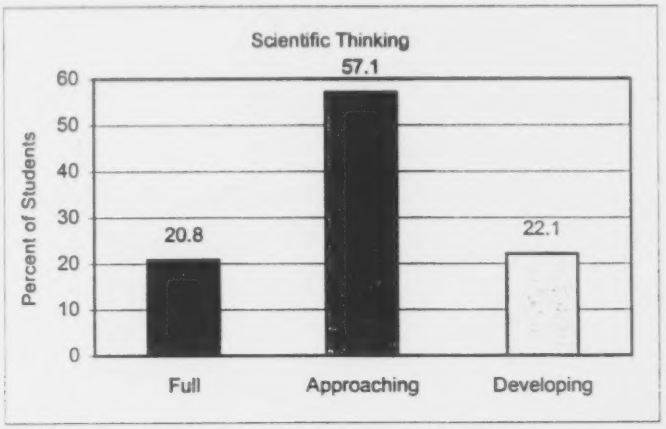
LEP
- Charles County reported too few students receiving services for Limited English Proficiency to provide useful data.

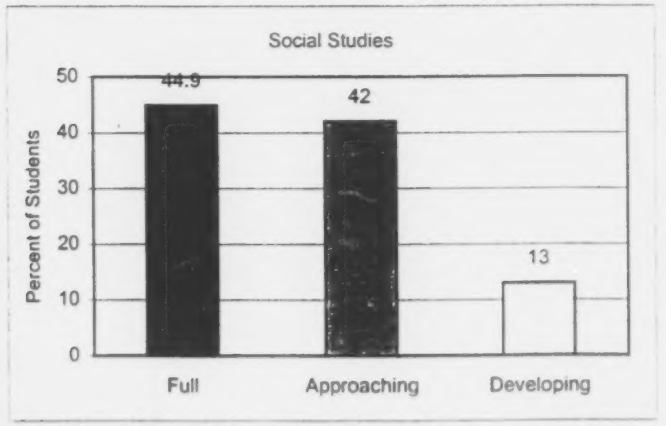
DORCHESTER COUNTY

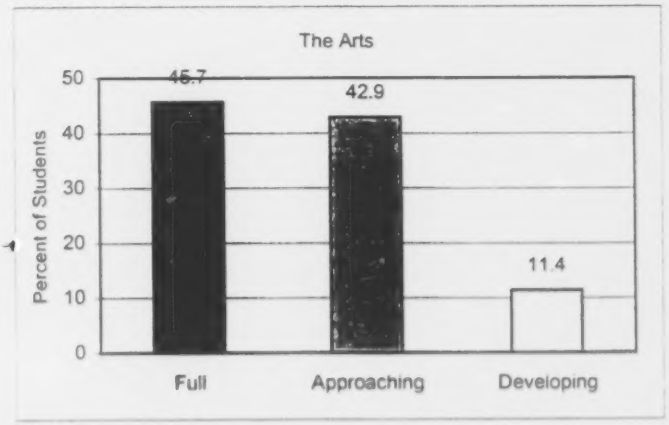


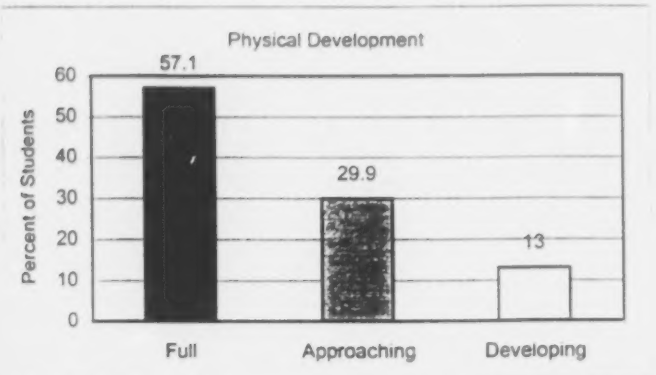


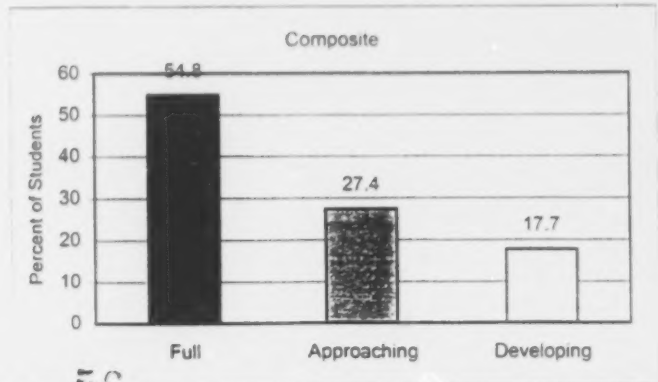












DORCHESTER COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asian/Pacific Islander	*	0.0	0.0	*	0.0	0.0	8.0	*	0.0	*	*	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0
African American	58.3	25.0	*	29.2	45.8	25.0	36.0	36.0	28.0	*	52.0	32.0	47.8	30.4	21.7	40.9	50.0	*	48.0	28.0	24.0	45.0	30.0	25.0
White	51.1	35.6	13.3	45.7	34.8	19.6	45.7	41.3	13.0	19.1	61.7	19.1	39.0	51.2	*	44.2	41.9	14.0	59.6	31.9	*	56.8	27.0	16.2
Hispanic	*	0.0	*	*	0.0	*	*	0.0	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0
Gender																								
Male	40.0	37.5	22.5	31.7	39.0	29.3	46.3	34.1	19.5	22.0	51.2	26.8	35.1	45.9	18.9	30.6	55.6	13.9	46.3	34.1	19.5	41.2	32.4	26.5
Female	73.5	20.6	*	55.9	32.4	*	42.9	42.9	14.3	19.4	63.9	16.7	56.3	37.5	*	61.8	29.4	*	69.4	25.0	*	71.4	21.4	*
Prior to K																								
Head Start																								
Pre-K																								
Center																								
Family													Sufficient data not available:											
Nursery													data under review											
Home																								
Other																								
IEP																								
Yes	*	*	*	0.0	*	*	*	0.0	33.3	*	*	*	*	*	*	*	*	*	*	*	*	*	0.0	*
No	57.4	30.9	11.8	46.4	36.2	17.4	47.1	41.4	11.4	21.1	60.6	18.3	46.0	44.4	9.5	47.7	43.1	9.2	60.6	31.0	8.5	57.9	29.8	12.3
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	55.4	29.7	14.9	42.7	36.0	21.3	44.7	38.2	17.1	20.8	57.1	22.1	44.9	42.0	13.0	45.7	42.9	11.4	57.1	29.9	13.0	54.8	27.4	17.7

* = fewer than 5

B33

BEST COPY AVAILABLE

DORCHESTER COUNTY

Summary

The Dorchester County composite results show that over half (54.8%) of the Kindergarten students were scored in the "Full Readiness category when all scores were combined for the composite measure. The "Approaching Readiness" category scores were the next most frequent with 27.4%, while 17.7% were scored in the "Developing Readiness" range. The Social and Personal and the Physical Development domains were rated at "Full Readiness" in more than 50 percent of the cases.

Domain Results

Social and Personal

- The highest percentage of students were rated at "Full Readiness" for schooling (55.4%)
- 29.7% of the students are approaching readiness and 14.9% developing.

Language and Literacy

- The difference between those at "Full Readiness" (42.7%) and those "Approaching" (36%) is 6.7 points.
- Students displaying developing skills were the smallest group with 21.3% falling in this category.

Mathematical Thinking

- Full and approaching readiness scores are 44.7% and 38.2% respectively.
- 17.1% were scored as "Developing Readiness".

Scientific Thinking

- Students who are "Approaching Readiness" are the most frequent (57.1%).
- The smallest percent of students (20.8%) were scored in the "Full Readiness" category with 22.1% in "Developing".

Social Studies

- 44.9% are rated at "Full Readiness" for school
- 42% "Approaching" and 13% "Developing".

The Arts

- Students displaying "Full" (45.7%) and "Approaching" (42.9%)
- 11.4% with the skills "Developing."

Physical Development

- 57.1% at "Full Readiness" is the highest percent at this level for any of the domains
- 29.9% of the students were rated as "Approaching Readiness" and 13% "Developing Readiness" skills.

Disaggregated Information

Race/Ethnicity

- There are too few students reported as American Indian/Alaskan Native, Asian or Hispanic in most categories to allow for generalizations about performance
- More white students than African American were scored at "Full Readiness" for school in the domains of Language and Literacy, Mathematical Thinking, Scientific Thinking, The Arts, and Physical Development.
- In the domains of Social and Personal and Social Studies, African American students scored in the "Full Readiness" range more often than white students.

Gender

- In all domains except the two that assess Mathematical and Scientific Thinking, females we more frequently rated to be fully ready for schooling.
- Boys out-scored girls by 3.4 points in Mathematical Thinking and by 2.6 points in Scientific Thinking.
- In all cases there were a smaller percent of females in the "Developing" range.

Prior Care

- Dorchester reported no data for prior care.

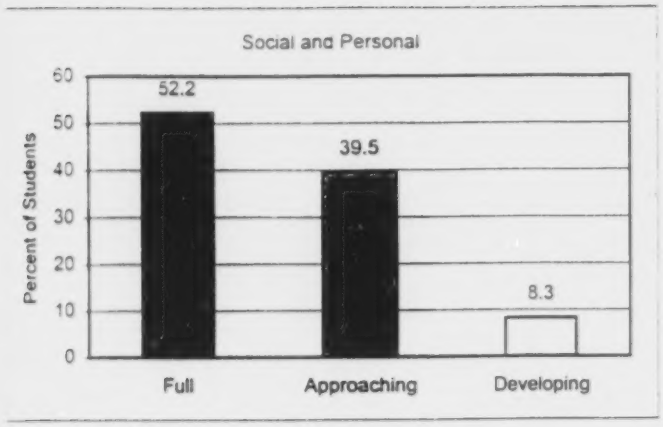
IEP

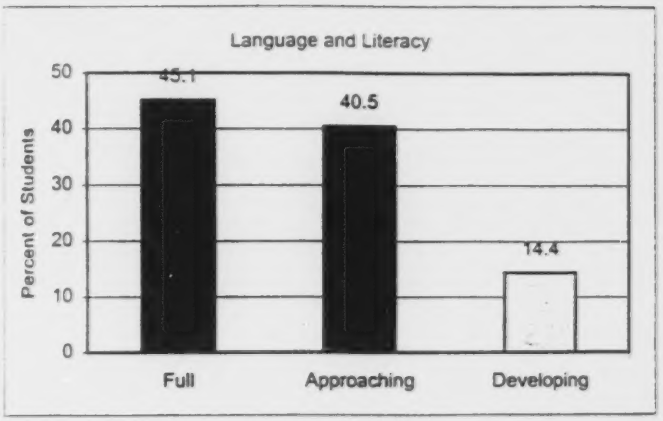
- There was such a low incidence of students with Individual Educational Plans (IEP) in Dorchester County that little useful data can be reported.

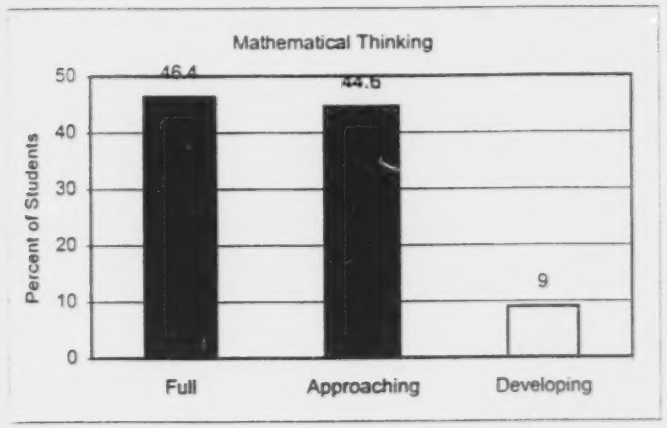
LEP

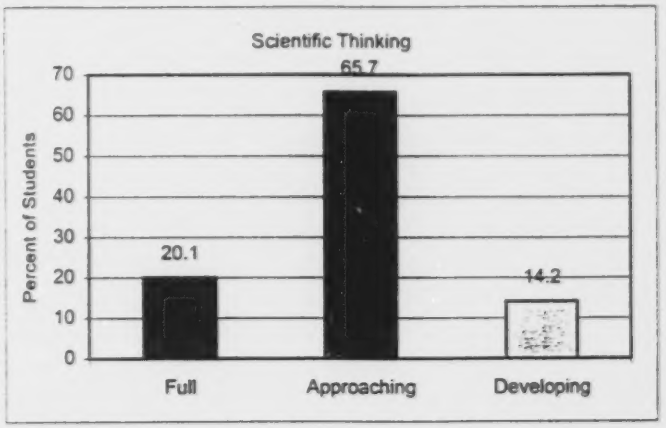
- Dorchester included scores for no students receiving services because of Limited English Proficiency (LEP).

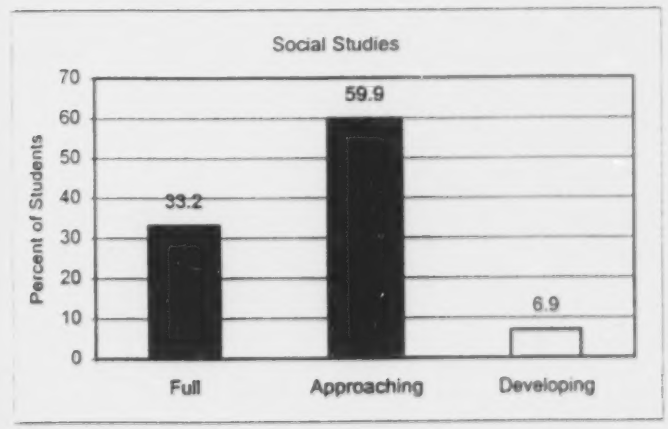
FREDERICK COUNTY

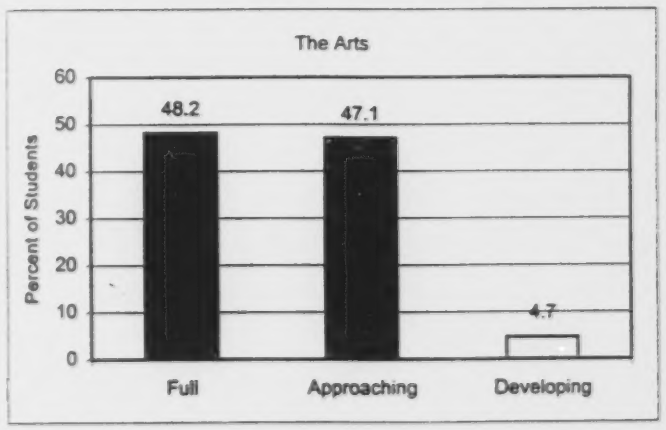


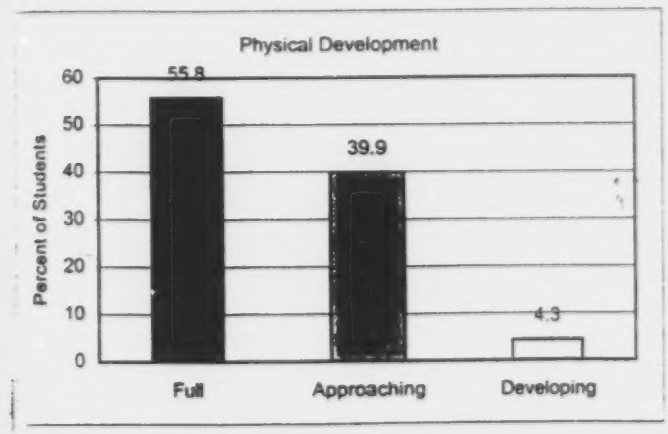


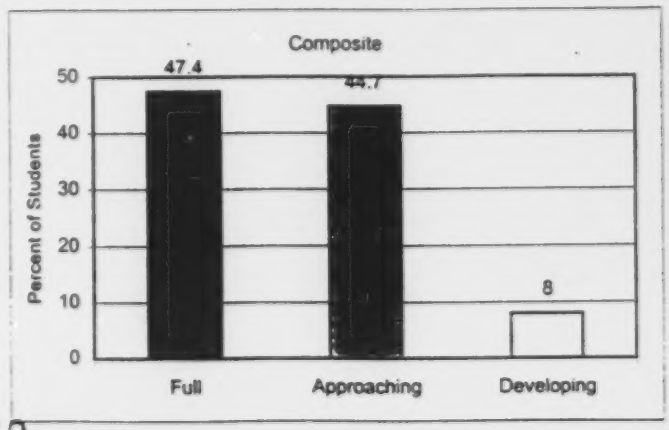












FREDERICK COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	0.0	*	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0
Asian/Pacific Islander	62.5	33.3	*	62.5	*	20.8	70.8	20.8	*	33.3	50.0	*	43.5	52.2	*	66.7	33.3	0.0	66.7	33.3	0.0	65.2	26.1	*
African American	44.2	42.5	13.3	51.8	31.6	16.7	45.7	40.5	13.8	14.7	66.4	19.0	27.9	61.3	10.8	53.5	39.5	7.0	54.3	41.4	4.3	44.8	42.9	12.4
White	53.2	39.2	7.6	43.9	42.8	13.2	46.4	45.8	7.9	20.7	66.7	12.6	34.7	59.1	6.2	46.6	49.1	4.2	55.9	39.5	4.6	48.1	44.9	7.1
Hispanic	57.9	36.8	*	*	44.4	33.3	*	57.9	*	*	52.6	31.6	*	84.2	*	50.0	38.9	*	50.0	50.0	0.0	*	70.6	*
Gender																								
Male	44.7	44.9	10.4	38.7	44.9	16.4	43.6	45.8	10.6	19.0	66.1	14.9	29.3	63.3	7.4	38.6	54.6	6.8	51.1	44.3	4.6	41.5	48.0	10.4
Female	60.5	33.6	5.9	52.0	35.8	12.2	49.3	43.3	7.4	21.3	65.4	13.4	37.4	56.1	6.4	58.7	38.9	2.4	61.0	35.0	4.0	53.7	41.0	5.3
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family											Sufficient data not available:													
Nursery											data under review													
Home																								
Other																								
IEP																								
Yes	23.8	57.1	19.0	12.2	34.1	53.7	18.6	46.5	34.9	*	59.5	38.1	*	65.9	24.4	25.6	62.8	11.6	16.3	55.8	27.9	*	60.5	31.6
No	53.8	38.5	7.7	46.9	40.9	12.2	47.9	44.5	7.6	21.1	66.1	12.8	34.5	59.5	6.0	49.5	46.2	4.3	58.1	39.0	2.9	49.5	43.8	6.7
LEP																								
Yes	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0
No	52.3	39.4	8.3	45.2	40.4	14.4	46.4	44.5	9.1	20.1	65.7	14.2	33.2	59.8	6.9	48.3	47.0	4.7	55.9	39.8	4.3	47.4	44.6	8.0

* = fewer than 5

BEST COPY AVAILABLE

FREDERICK COUNTY

Summary
The Frederick County results show that 47.4% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores came a close second with 44.7%, while 8% were scored in the "Developing Readiness" range. Although all seven domains showed a low percentage of students in the "Developing" range, there was a fluctuation between "Full" and "Approaching" as to which was larger.

Domain Results

Social and Personal
- 52.2% at "Full Readiness"
- 39.5% were "Approaching" while "Developing" showed 8.3%

Language and Literacy
- 45.1% at "Full Readiness"
- "Approaching Readiness" and "Developing" were 40.5% and 14.4% respectively.

Mathematical Thinking
- 46.4% of students were at "Full Readiness"
- "Approaching" was almost as frequent a score (44.6%) with 9% at "Developing"

Scientific Thinking
- 20.1% of students were scored in the "Full Readiness" range
- 65.7% at "Approaching" was the majority score
- "Developing" was 14.2%

Social Studies
- 59.9% of students were at "Approaching"
- "Full" (33.2%) and "Developing" (6.9%)

The Arts
- "Full" at 48.2%
- "Approaching" was next with 47.1% while "Developing" was 4.7%

Physical Development
- 55.8% at "Full"
- "Approaching" was next with 39.9% while "Developing" was 4.3%

Disaggregated Information

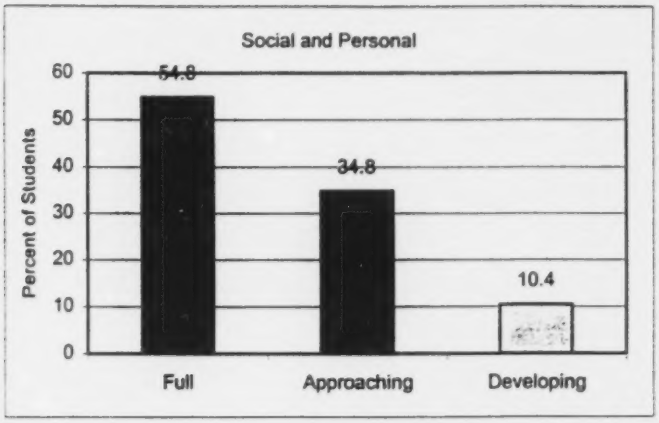
Race/Ethnicity
- There was such a low incidence of students in race/ethnicity categories other than African American and white that the data are not useful.
- For white students, 48.1% are scored in "Full Readiness" with 44.9% "Approaching" and 7.1% "Developing"
- For African American students, 44.8% fell in the "Full Readiness" range, 42.9% in "Approaching" and 12.4% in "Developing"

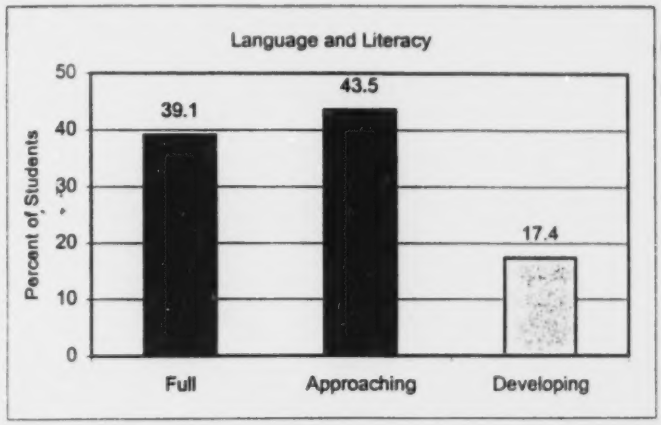
Gender
- A smaller percentage of males (41.5%) were scored as fully ready than the females (53.7%)
- 5.3% of females fell in the "Developing" range while 10.4% of the males scored here

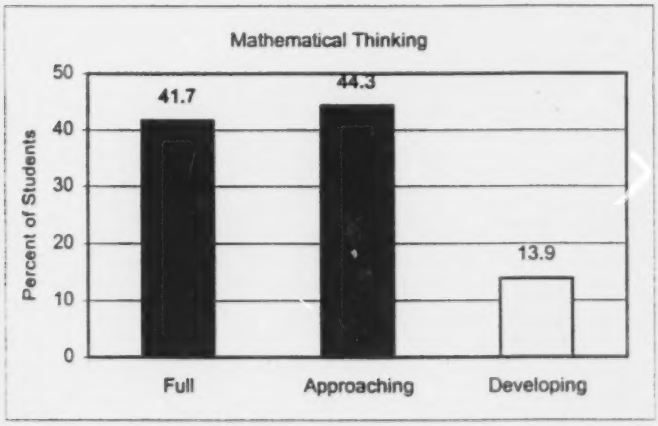
Prior Care
- Data are insufficient to be disaggregated.

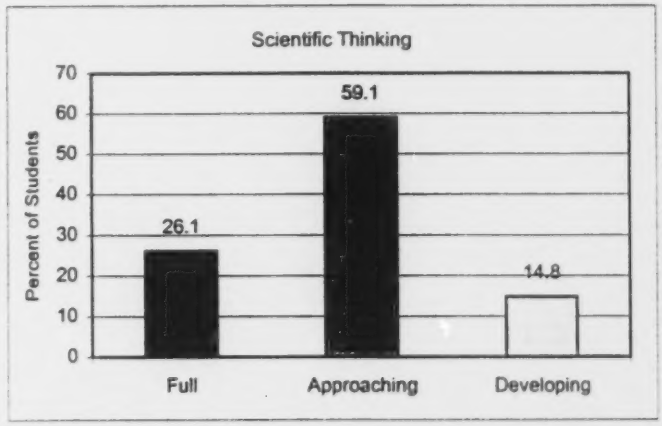
IEP
- There were too few IEP students to report at "Full Readiness" while 49.5% of non-IEP students fell in this range
- 31.6% of students with an IEP were classified as "Developing" and 6.7% of the non-IEP students were in this level

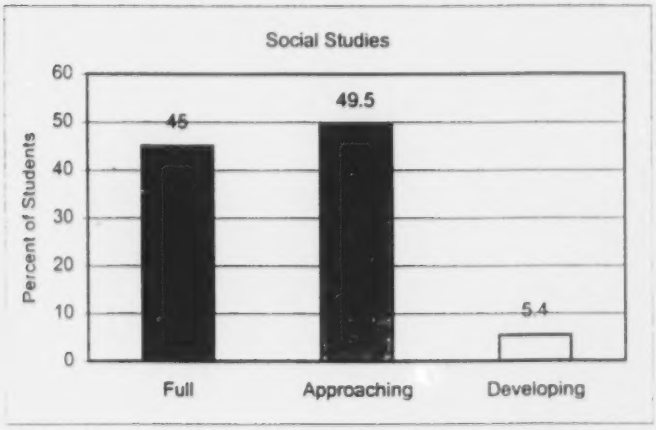
LEP
- There were too few students reported as receiving Limited English Proficient services in Frederick County to allow useful data

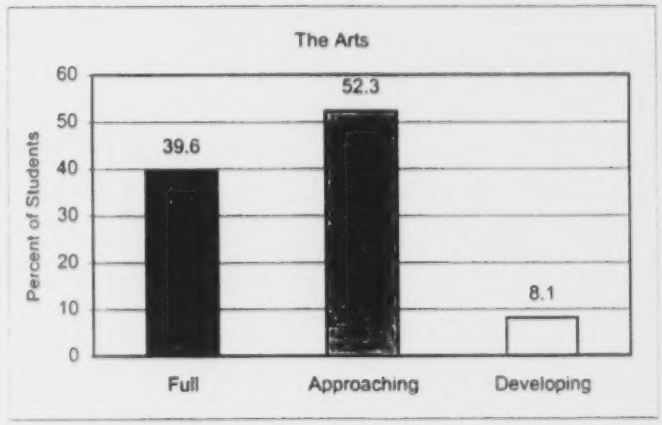

Social and Personal
Percent of Students
60
50
40
30
20
10
0
54.8
34.8
10.4
Full
Approaching
Developing

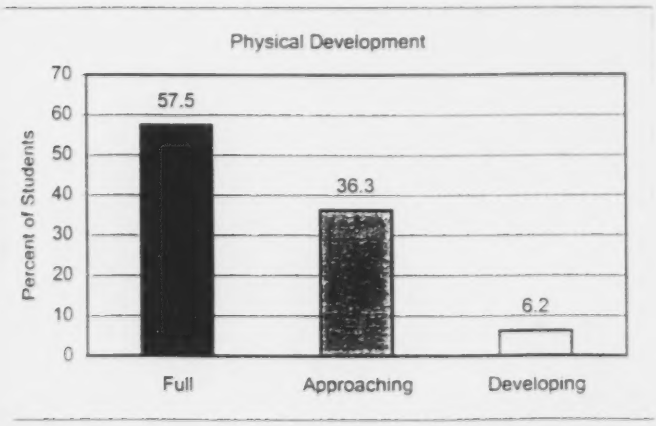

Language and Literacy
Percent of Students
50
40
30
20
10
0
39.1
43.5
17.4
Full
Approaching
Developing

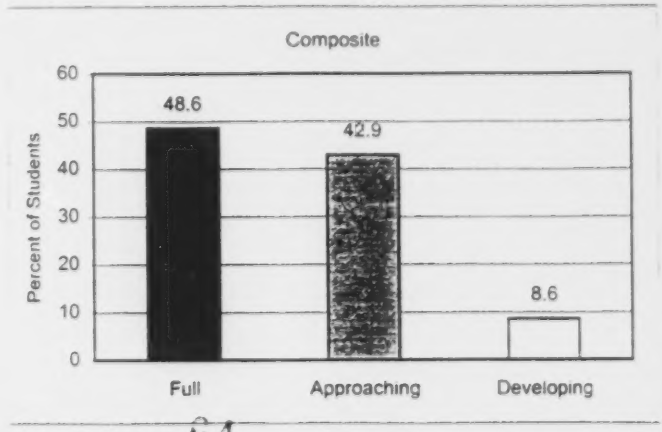

Mathematical Thinking
Percent of Students
50
40
30
20
10
0
41.7
44.3
13.9
Full
Approaching
Developing


Scientific Thinking
Percent of Students
70
60
50
40
30
20
10
0
26.1
59.1
14.8
Full
Approaching
Developing


Social Studies
Percent of Students
60
50
40
30
20
10
0
45
49.5
5.4
Full
Approaching
Developing


The Arts
Percent of Students
60
50
40
30
20
10
0
39.6
52.3
8.1
Full
Approaching
Developing


Physical Development
Percent of Students
70
60
50
40
30
20
10
0
57.5
36.3
6.2
Full
Approaching
Developing


Composite
Percent of Students
60
50
40
30
20
10
0
48.6
42.9
8.6
Full
Approaching
Developing

GARRETT COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Apprcaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
African American										Possible coding errors:														
White										data under review														
Hispanic																								
Gender																								
Male	54.2	33.9	11.9	39.0	40.7	20.3	50.8	40.7	8.5	33.9	52.5	13.6	48.2	44.6	*	43.9	49.1	*	55.2	36.2	8.6	49.1	41.5	9.4
Female	55.4	35.7	8.9	39.3	46.4	14.3	32.1	48.2	19.6	17.9	66.1	16.1	41.8	54.5	*	35.2	55.6	9.3	60.0	36.4	*	48.1	44.2	*
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available:														
Nursery										data under review														
Home																								
Other																								
IEP																								
Yes	*	41.7	*	*	50.0	41.7	*	50.0	*	*	75.0	*	*	66.7	*	*	72.7	*	*	50.0	*	*	63.6	*
No	57.3	34.0	8.7	42.7	42.7	14.6	42.7	43.7	13.6	28.2	57.3	14.6	48.5	47.5	*	42.0	50.0	8.0	60.4	34.7	5.0	52.1	40.4	7.4
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	54.8	34.8	10.4	39.1	43.5	17.4	41.7	44.3	13.9	26.1	59.1	14.8	45.0	49.5	5.4	39.6	52.3	8.1	57.5	36.3	6.2	48.6	42.9	8.6
* = fewer than 5																								

B39

BEST COPY AVAILABLE

GARRETT COUNTY

Summary

The Garrett County composite results show that 48.6% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores came a close second with 42.9%, while 8.6% were scored in the "Developing Readiness" range. Except for Social and Personal and Physical Development, all other domains show a pattern of the highest percentage in "Approaching", next "Full" and then "Developing".

Domain Results

Social and Personal

- 54.8% at "Full Readiness"
- 34.8% were "Approaching" while "Developing" showed 10.4%

Language and Literacy

- 43.5% at "Approaching Readiness"
- "Full Readiness" and "Developing" were 39.1% and 17.4% respectively.

Mathematical Thinking

- 41.7% of students were at "Full Readiness"
- "Approaching" was almost as frequent a score (44.3%) with 13.9% at "Developing"

Scientific Thinking

- 26.1% of students were scored in the "Full Readiness" range
- 59.1% at "Approaching" was the majority score
- "Developing" was 14.8%

Social Studies

- 49.5% of students were at "Approaching"
- "Full" (45%) and "Developing" (5.4%)

The Arts

- "Approaching" at 52.3%
- "Full" was next with 39.6% while "Developing" was 8.1%

Physical Development

- 57.5% at "Full"
- "Approaching" was next with 36.3% while "Developing" was 6.2%

Disaggregated Information

Race/Ethnicity

- There were no students in race/ethnicity categories other than white for Garrett County
- For white students, 48.6% are scored in "Full Readiness" with 42.9% "Approaching" and 8.6% "Developing"

Gender

- A larger percentage of males (49.1%) were scored as fully ready than the females (48.1%)
- Too few females to report fell in the "Developing" range while 9.4% of the males scored here

Prior Care

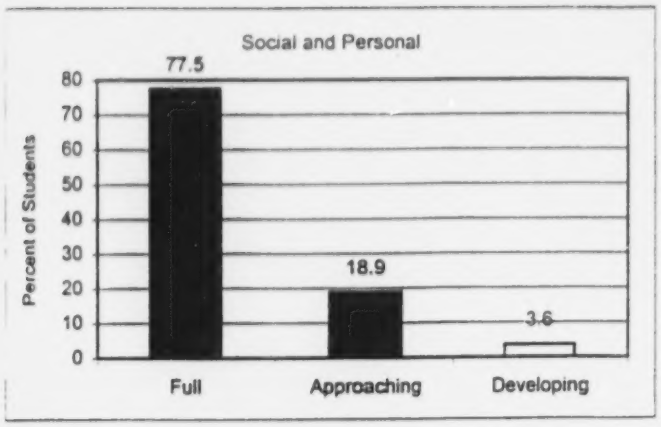
- Data is insufficient to be disaggregated.

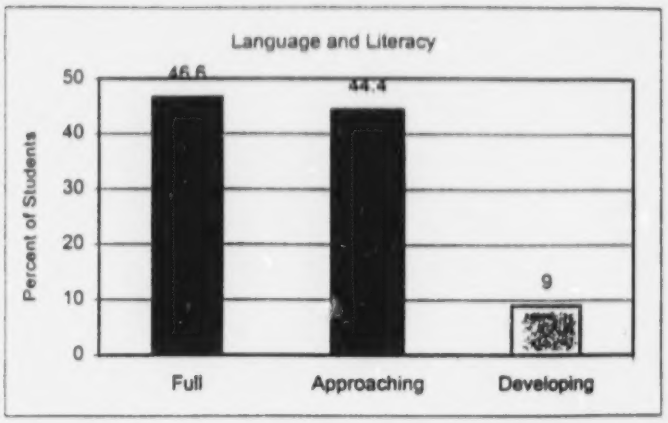
IEP

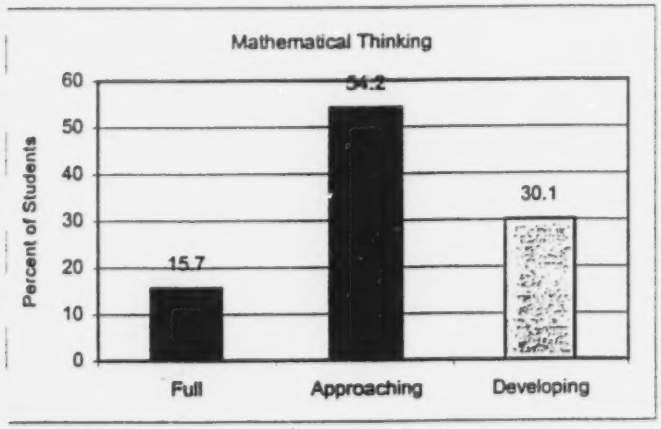
- The low incidence of students with an IEP prevents useful data interpretation

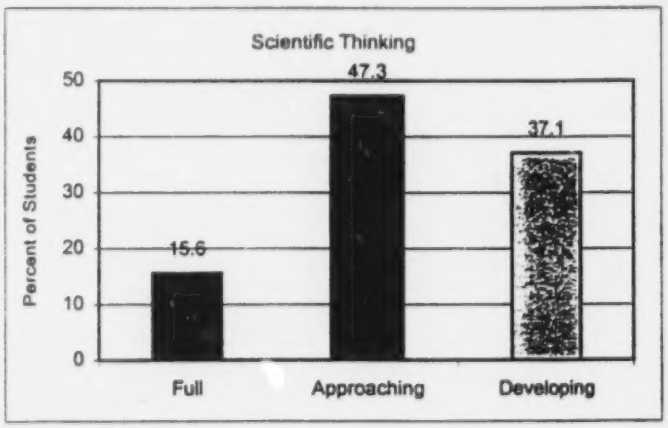
LEP

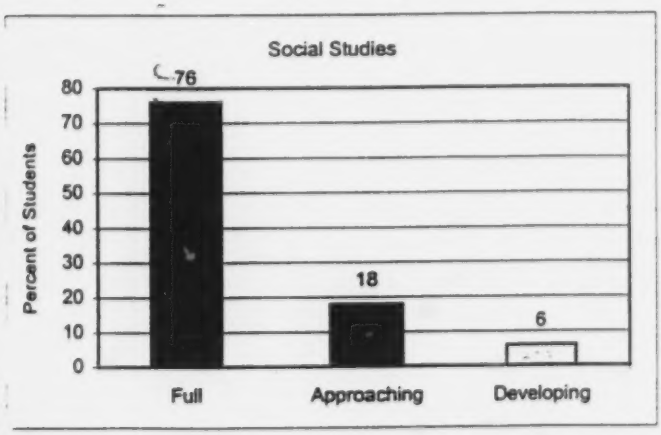
- There were no students reported as receiving Limited English Proficient services in Garrett County

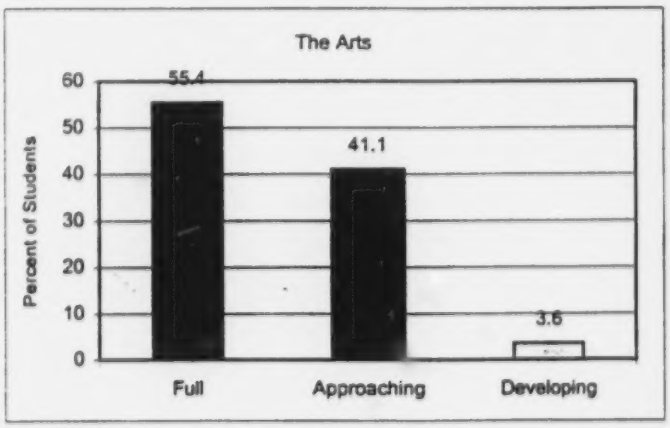

Social and Personal
Percent of Students
77.5
18.9
3.6
Full
Approaching
Developing

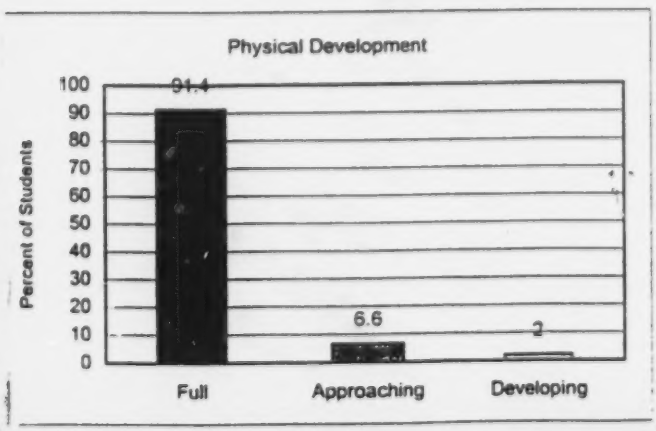

Language and Literacy
Percent of Students
46.6
44.4
9
Full
Approaching
Developing

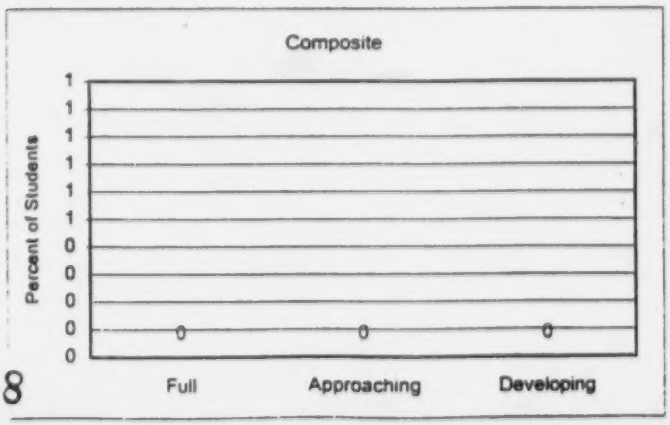

Mathematical Thinking
Percent of Students
15.7
54.2
30.1
Full
Approaching
Developing


Scientific Thinking
Percent of Students
15.6
47.3
37.1
Full
Approaching
Developing


Social Studies
Percent of Students
76
18
6
Full
Approaching
Developing


The Arts
Percent of Students
55.4
41.1
3.6
Full
Approaching
Developing


Physical Development
Percent of Students
91.4
6.6
2
Full
Approaching
Developing


Composite
Percent of Students
0
0
0
Full
Approaching
Developing

HARFORD COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
African American																								
White									Possible coding error:															
Hispanic									data under review															
Gender																								
Male	70.1	24.3	5.6	38.4	50.4	11.2	11.6	52.6	35.8	11.4	47.7	40.9	71.0	21.5	7.5	43.7	49.4	6.9	87.3	9.3	3.4	0.0	0.0	0.0
Female	85.9	12.8	*	56.0	37.5	6.5	20.5	56.0	23.5	20.3	46.8	32.9	82.4	13.5	*	67.9	32.1	0.0	96.2	3.4	*	0.0	0.0	0.0
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family									Sufficient data not available:												*			
Nursery									data under review															
Home																								
Other																								
IEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	77.5	18.9	3.6	46.6	44.4	9.0	15.7	54.2	30.1	15.6	47.3	37.1	76.0	18.0	6.0	55.4	41.1	3.6	91.4	6.6	2.0	0.0	0.0	0.0
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	77.5	18.9	3.6	46.6	44.4	9.0	15.7	54.2	30.1	15.6	47.3	37.1	76.0	18.0	6.0	55.4	41.1	3.6	91.4	6.6	2.0	0.0	0.0	0.0

* = fewer than 5

BEST COPY AVAILABLE

HARFORD COUNTY

Summary
Harford County's scores fluctuate by domain with three, Social and Personal, Social Studies and Physical Development, usually placing most students in the "Full Readiness" proficiency level.

Domain Results

Social and Personal
- 77.5% at "Full Readiness"
- 18.9% were "Approaching"
- 3.6% were "Developing"

Language and Literacy
- 46.6% at "Full Readiness"
- "Approaching Readiness" had most frequent score of 44.4% while "Developing" had 9%

Mathematical Thinking
- 15.7% of students were at "Full Readiness"
- "Approaching" was 54.2%
- "Developing" was 30.1%

Scientific Thinking
- 15.6% of students were scored in the "Full Readiness" range
- 47.3% at "Approaching", the majority score, with 37.1% at "Developing"

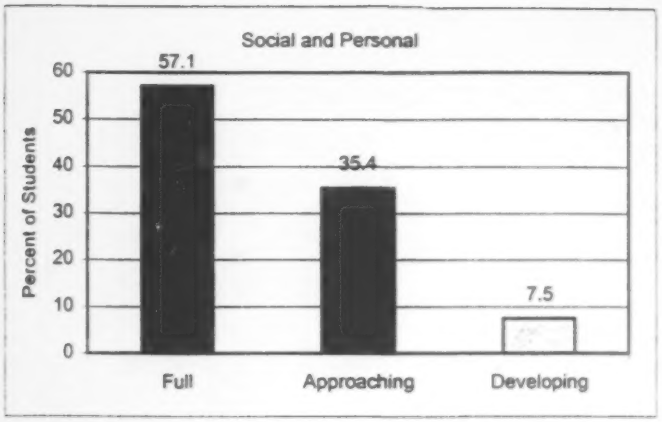
Social Studies
- 76% of students were at "Full"
- "Approaching" was 18%
- 6% were rated "Developing"

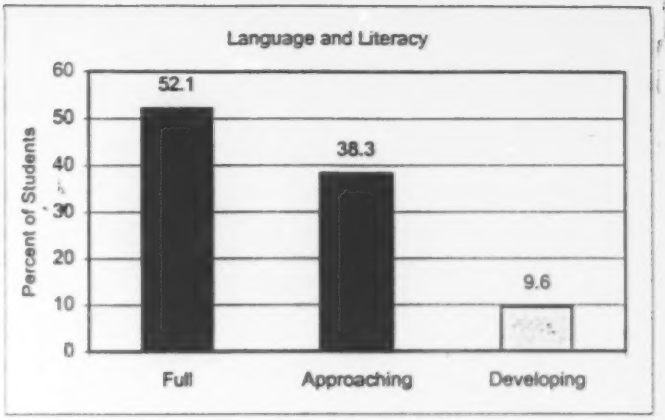
The Arts
- "Full" at 55.4%
- "Approaching" was most frequent with 41.1%
- 3.6% were scored as "Developing"

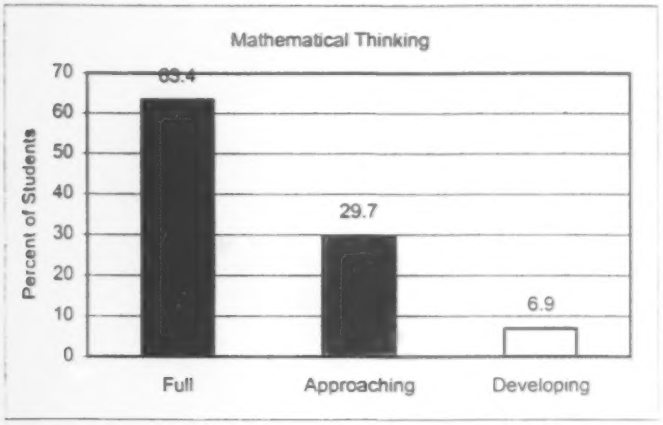
Physical Development
- 91.4% at "Full"
- "Approaching" 6.6%
- 2% were rated as "Developing"

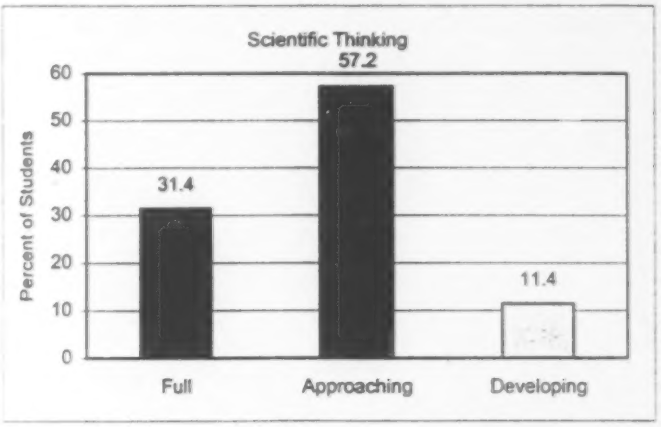
Disaggregated Information

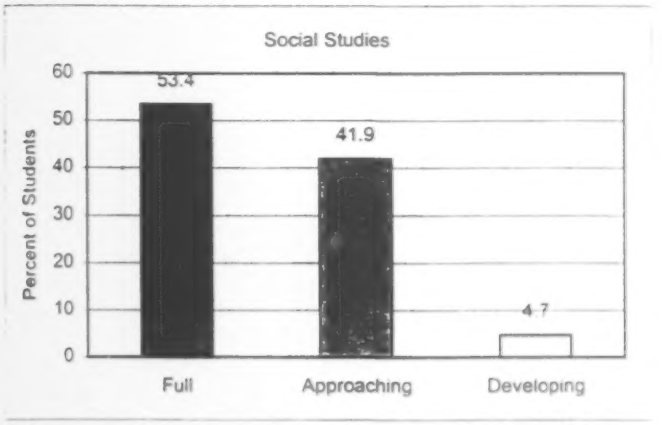
Disaggregated data are not available for Harford County because of a significant number of missing data points.

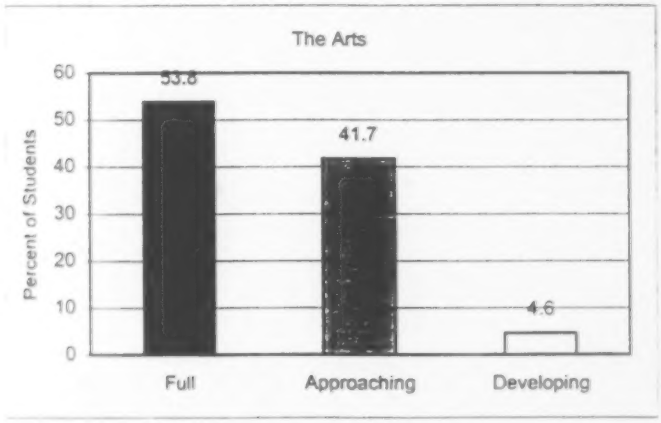

Social and Personal
Percent of Students
57.1
35.4
7.5
Full
Approaching
Developing

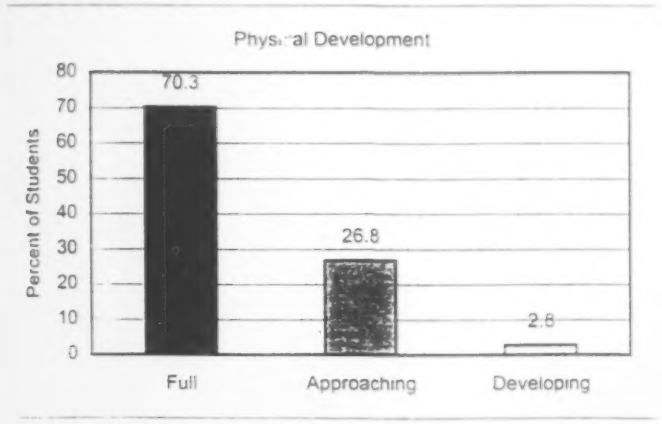

Language and Literacy
Percent of Students
52.1
38.3
9.6
Full
Approaching
Developing

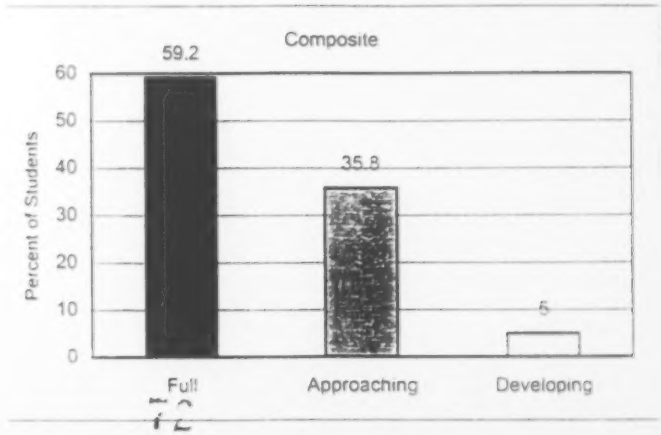

Mathematical Thinking
Percent of Students
63.4
29.7
6.9
Full
Approaching
Developing


Scientific Thinking
Percent of Students
31.4
57.2
11.4
Full
Approaching
Developing


Social Studies
Percent of Students
53.4
41.9
4.7
Full
Approaching
Developing


The Arts
Percent of Students
53.8
41.7
4.6
Full
Approaching
Developing


Physical Development
Percent of Students
70.3
26.8
2.8
Full
Approaching
Developing


Composite
Percent of Students
59.2
35.8
5
Full
Approaching
Developing

HOWARD COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	0.0	*	0.0	*	0.0	0.0
Asian/Pacific Islander	68.4	26.3	*	63.2	26.3	*	63.2	26.3	*	36.8	52.6	*	55.6	7.6	*	66.7	27.8	*	78.9	*	*	64.7	29.4	*
African American	43.6	48.7	*	35.1	56.8	*	55.3	34.2	*	16.7	76.7	*	36.8	60.5	*	42.1	55.3	*	63.2	36.8	0.0	40.7	59.3	0.0
White	58.7	34.3	7.0	54.6	35.6	9.8	65.0	28.9	6.1	33.5	53.5	12.9	56.5	38.8	4.7	55.7	39.1	5.2	70.9	26.3	2.8	61.5	33.1	5.4
Hispanic	55.6	*	*	*	*	*	62.5	*	0.0	*	77.8	0.0	55.6	*	*	*	66.7	0.0	77.0	*	*	62.5	*	*
Gender																								
Male	50.7	40.3	9.0	45.5	44.7	9.8	63.7	28.9	7.4	29.3	57.7	13.0	53.4	42.0	4.6	42.9	51.1	6.0	66.9	28.7	4.4	56.0	39.4	4.6
Female	66.1	28.6	5.4	61.1	30.1	8.8	63.2	30.8	6.0	33.9	56.3	9.8	54.1	40.5	5.4	68.1	29.2	*	75.0	24.1	*	63.9	30.9	5.2
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family											Sufficient data not available													
Nursery											data under review													
Home																								
Other																								
IEP																								
Yes	37.1	51.4	*	31.3	53.1	15.6	42.9	54.3	*	*	65.7	22.9	31.4	57.1	*	42.9	57.1	0.0	58.3	38.9	*	32.1	57.1	*
No	61.1	32.2	6.6	55.9	35.7	8.5	66.8	25.8	7.4	35.0	55.5	9.5	57.5	38.6	3.9	56.4	38.4	5.2	72.7	24.5	2.8	64.0	32.0	3.9
LEP																								
Yes	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0
No	57.4	35.1	7.4	52.3	38.2	9.5	63.3	29.8	6.9	31.6	56.7	11.7	54.2	40.8	5.0	55.0	40.5	4.5	70.6	26.6	2.8	59.4	35.6	5.0
* = fewer than 5																								

BEST COPY AVAILABLE

HOWARD COUNTY

Summary
The Howard County results show that 59.2% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores came a close second with 35.8%, while 5% were scored in the "Developing Readiness" range. Except for Scientific Thinking, all other domains show a pattern of the highest percentage in "Full", next "Approaching" and then "Developing".

Domain Results

Social and Personal
- 57.1% at "Full Readiness"
- 35.4% were "Approaching" while "Developing" showed 7.5%

Language and Literacy
- 52.1% at "Full Readiness"
- "Approaching Readiness" and "Developing" were 38.3% and 9.6% respectively.

Mathematical Thinking
- 63.4% of students were at "Full Readiness"
- "Approaching" was 29.7% with 6.9% at "Developing"

Scientific Thinking
- 31.4% of students were scored in the "Full Readiness" range
- 57.2% at "Approaching" was the majority score
- "Developing" was 11.4%

Social Studies
- 53.4% of students were at "Full"
- "Approaching" (41.9%) and "Developing" (4.7%)

The Arts
- "Full" at 53.8%
- "Approaching" was next with 41.7% while "Developing" was 4.6%

Physical Development
- 70.3% at "Full"
- "Approaching" was next with 26.8% while "Developing" was 2.8%

Disaggregated Information

Race/Ethnicity
- There was such a low incidence of students in race/ethnicity categories other than African American and white that the data are not useful.
- For white students, 61.5% are scored in "Full Readiness" with 33.1% "Approaching" and 5.4% "Developing"
- For African American students, 40.7% are scored in "Full Readiness" with 59.3% "Approaching" and none "Developing"

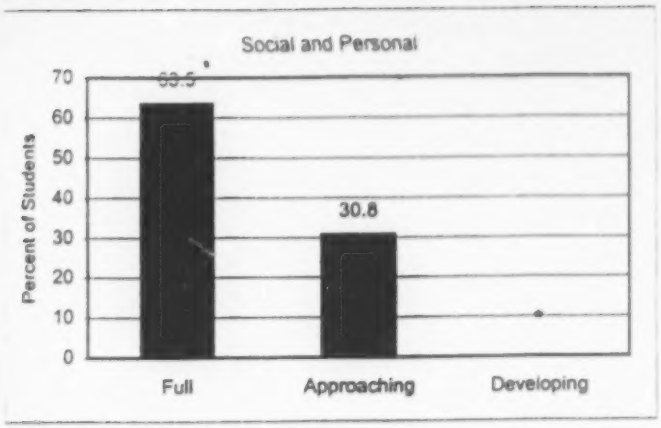
Gender
- A smaller percentage of males (56%) were scored as fully ready than the females (63.9%)
- 5.2% females fell in the "Developing" range while 4.6% of the males scored here

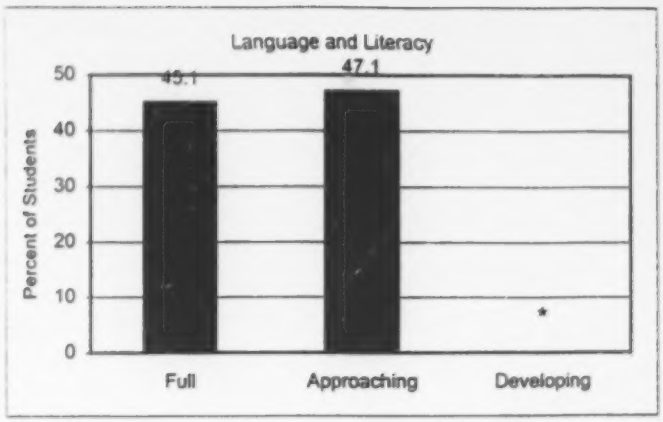
Prior Care
- Howard County reported no data for prior care.

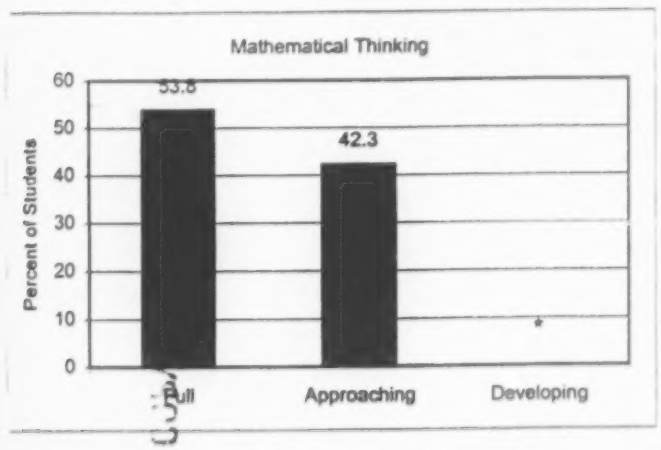
IEP
- Those students with IEP had a smaller percent at "Full Readiness" than non-IEP students, 32.1% and 64% respectively

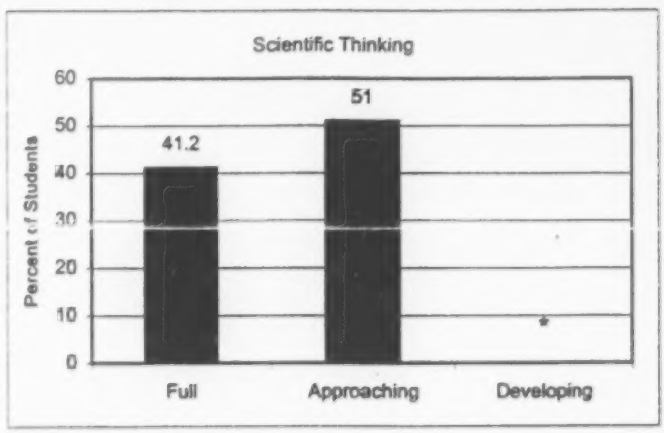
LEP
- There were too few students receiving Limited English Proficient services to report.

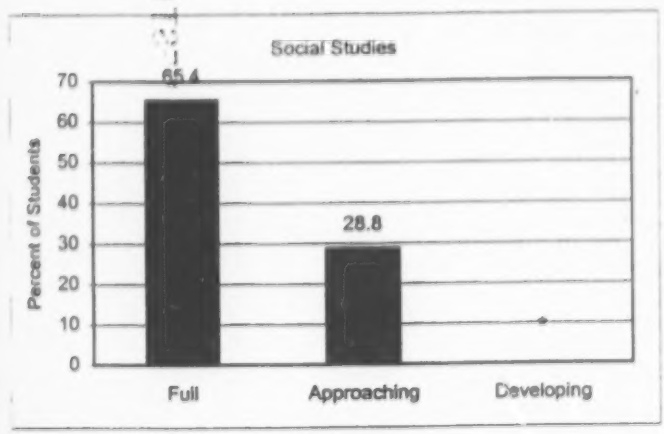
KENT COUNTY

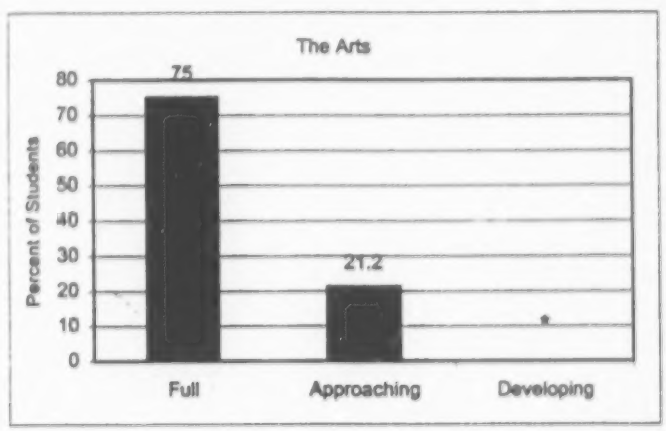


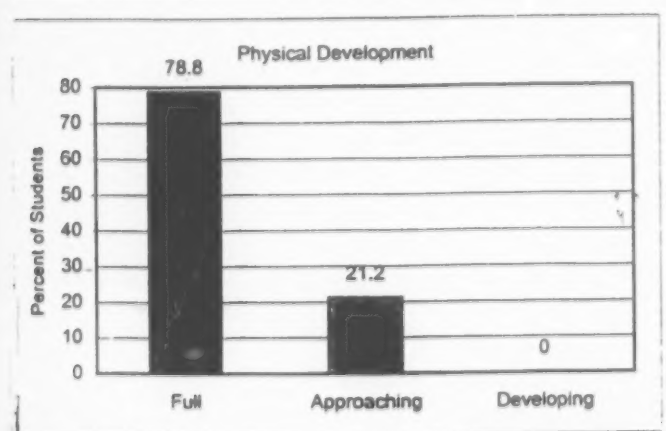


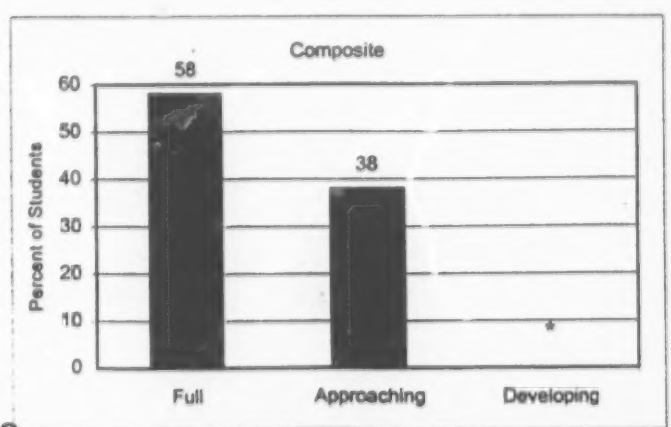












BEST COPY AVAILABLE

KENT COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	0.0	*	0.0	0.0	0.0	*	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0
Asian/Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
African American	40.0	53.3	*	*	80.0	0.0	*	73.3	0.0	*	78.6	*	40.0	53.3	*	73.3	*	0.0	66.7	33.3	0.0	*	71.4	0.0
White	75.8	21.2	*	59.4	34.4	*	69.7	27.3	*	51.5	42.4	*	78.8	18.2	*	78.8	18.2	*	87.9	*	0.0	71.9	25.0	*
Hispanic	*	0.0	*	*	*	*	*	*	*	*	0.0	*	*	0.0	*	*	0.0	*	*	*	0.0	*	0.0	*
Gender																								
Male	56.0	50.0	*	40.0	45.8	*	48.0	44.0	*	33.3	58.3	*	64.0	24.0	*	60.0	32.0	*	72.0	28.0	0.0	41.7	50.0	*
Female	70.4	29.6	0.0	50.0	50.0	0.0	59.3	40.7	0.0	48.1	44.4	*	66.7	33.3	0.0	88.9	*	0.0	85.2	*	0.0	73.1	26.9	0.0
Prior to Yr																								
Head Start																								
Pre-K																								
Center																								
Family												Sufficient data not available									*			
Nursery												data under review												
Home																								
Other																								
IEP																								
Yes	*	0.0	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0
No	61.2	32.7	*	43.8	47.9	*	53.1	42.9	*	40.8	51.0	*	63.3	30.6	*	73.5	22.4	*	77.6	22.4	0.0	56.3	39.6	*
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	63.5	30.8	*	45.1	47.1	*	53.8	42.3	*	41.2	51.0	*	65.4	28.8	*	75.0	21.2	*	78.8	21.2	0.0	58.0	38.0	*

* = fewer than 5

BEST COPY AVAILABLE

KENT COUNTY

Summary
The Kent County results show that 58% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores were second with 38%, while too few students were scored in the "Developing Readiness" range to be reported. Except for Scientific Thinking and Language and Literacy, all other domains show a pattern of the highest percentage in "Full", next "Approaching" and too few to report in "Developing".

Domain Results

Social and Personal
- 63.5% at "Full Readiness"
- 30.8% were "Approaching"

Language and Literacy
- 45.1% at "Full Readiness"
- "Approaching Readiness" was the most frequent score with 47.1%

Mathematical Thinking
- 53.8% of students were at "Full Readiness"
- "Approaching" was 42.3%

Scientific Thinking
- 41.2% of students were scored in the "Full Readiness" range
- 51% at "Approaching" was the majority score

Social Studies
- 65.4% of students were at "Full"
- "Approaching" was 28.8%

The Arts
- "Full" at 75%
- "Approaching" was next with 21.2%

Physical Development
- 78.8% at "Full"
- "Approaching" was next with 21.2%
- No students were rated "Developing"

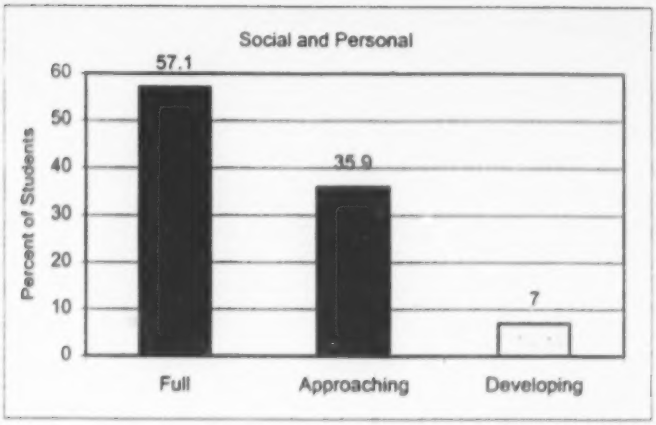
Race/Ethnicity
- There was such a low incidence of students in race/ethnicity categories other than African American and white that the data are not useful.
- For white students, 71.9% are scored in "Full Readiness" with 25% "Approaching" and too few to report in "Developing"
- For African American students, too few to report are scored in "Full Readiness" with 71.4% "Approaching" and none scored "Developing"

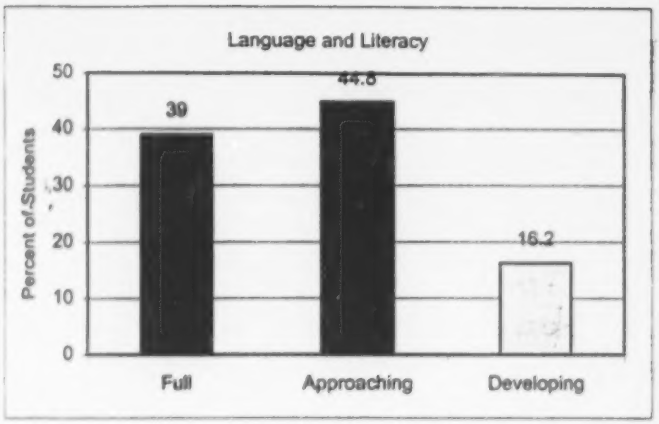
Gender
- A smaller percentage of males (41.7%) were scored as fully ready than the females (73.1%)
- 26.9% females fell in the "Approaching" range while 50% of the males scored here
- Too few males for reporting and no females were scored in "Developing"

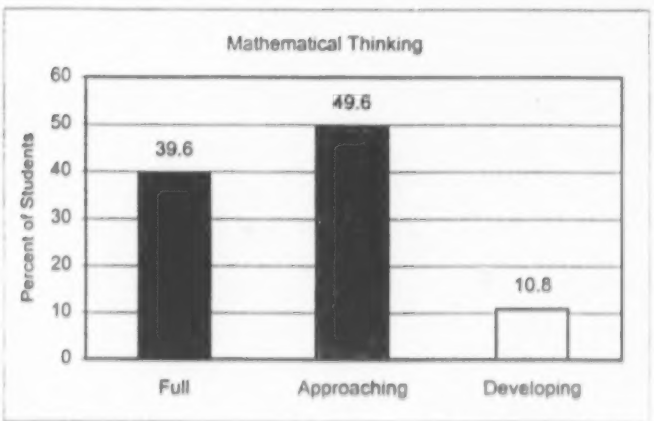
Prior Care
- Data are insufficient to be disaggregated.

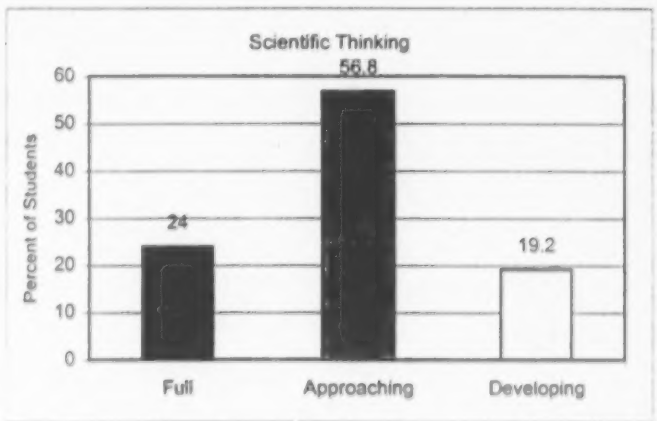
IEP
- Too few students reported as having Individual Educational Plans fell into the "Full Readiness" level and none were reported for the other two score ranges.

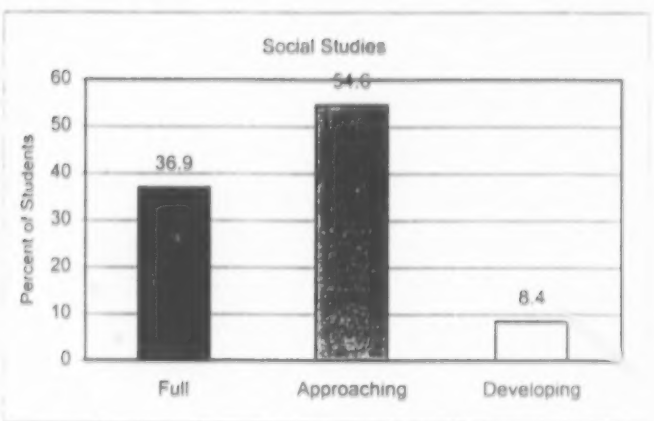
LEP
- There were no students reported as receiving Limited English Proficient services in Kent County.

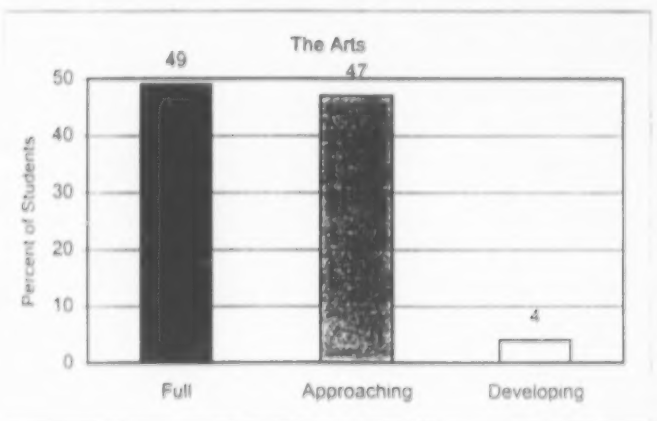

Social and Personal
Percent of Students
57.1
35.9
7
Full
Approaching
Developing

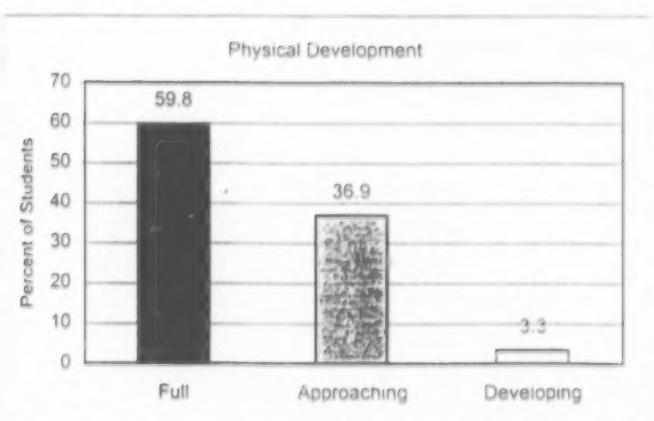

Language and Literacy
Percent of Students
39
44.8
16.2
Full
Approaching
Developing

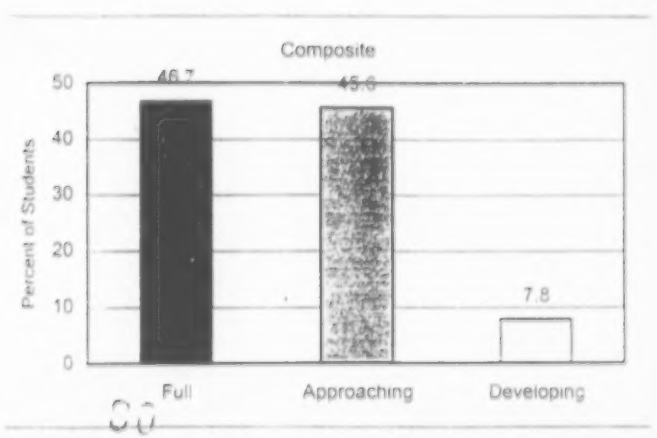

Mathematical Thinking
Percent of Students
39.6
49.6
10.8
Full
Approaching
Developing


Scientific Thinking
Percent of Students
24
56.8
19.2
Full
Approaching
Developing


Social Studies
Percent of Students
36.9
54.6
8.4
Full
Approaching
Developing


The Arts
Percent of Students
49
47
4
Full
Approaching
Developing


Physical Development
Percent of Students
59.8
36.9
3.3
Full
Approaching
Developing


Composite
Percent of Students
46.7
45.6
7.8
Full
Approaching
Developing

MONTGOMERY COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	56.7	36.7	*	40.0	43.3	16.7	40.0	46.7	*	26.7	46.7	26.7	40.0	46.7	*	46.7	53.3	0.0	63.3	33.3	*	50.0	40.0	*
Asian/Pacific Islander	57.7	35.4	6.9	39.0	46.1	14.9	43.5	47.5	9.0	23.3	56.2	20.5	35.0	56.1	8.9	46.8	48.3	5.0	62.1	35.0	2.9	46.7	46.5	6.8
African American	48.0	40.9	11.1	31.5	46.8	21.7	31.6	52.5	16.0	21.0	53.8	25.2	32.5	55.5	12.1	47.0	47.4	5.7	55.3	39.4	5.3	39.7	48.6	11.6
White	63.7	31.6	4.7	49.0	42.2	8.8	47.9	47.5	4.6	29.0	60.7	10.3	43.6	52.4	4.0	52.6	45.0	2.4	63.3	34.2	2.5	54.7	41.7	3.6
Hispanic	50.0	41.8	8.2	21.6	48.4	30.0	24.5	53.5	22.0	15.3	50.7	34.0	26.3	58.4	15.3	43.8	50.7	5.5	54.2	42.3	3.5	33.7	51.5	14.8
Gender																								
Male	48.6	41.7	9.7	34.4	47.1	18.5	38.2	49.9	11.9	23.2	56.5	20.3	33.2	56.7	10.1	40.7	53.6	5.6	54.1	41.3	4.6	40.4	50.1	9.5
Female	66.0	29.9	4.1	43.7	42.4	13.8	41.0	49.4	9.6	24.9	57.1	18.0	40.8	52.5	6.7	57.6	40.1	2.3	65.8	43.0	1.9	53.1	40.9	6.0
Prior Setting																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available														
Nursery										Data under review														
Home																								
Other																								
IEP																								
Yes	35.9	47.7	16.4	17.2	50.0	32.8	26.9	50.0	23.1	13.2	54.2	32.6	23.7	56.3	20.0	34.3	56.3	9.4	39.2	49.0	11.9	26.3	54.4	19.2
No	58.3	35.2	6.4	40.2	44.5	15.3	40.3	49.6	10.1	24.7	56.9	18.4	37.7	54.5	7.8	49.9	46.4	3.7	61.0	36.2	2.8	47.8	45.1	7.1
LEP																								
Yes	46.4	42.8	10.7	17.9	47.2	34.9	24.3	52.0	23.7	12.6	48.1	39.3	22.5	59.2	18.2	40.7	52.4	6.9	53.9	42.0	4.2	29.8	53.1	17.0
No	59.2	34.6	6.2	43.1	44.4	12.6	42.5	49.2	8.3	26.3	58.5	15.3	39.7	53.7	6.5	50.7	45.9	3.4	61.0	35.9	3.1	50.0	44.1	5.9
* = fewer than 5																								

BEST COPY AVAILABLE

MONTGOMERY COUNTY

Summary

The Montgomery County results show that 46.7% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores were second with 45.6%, while 7.8% of the students were scored in the "Developing Readiness" range. In Social and Personal and Physical Development those students judged to be fully ready for school out number those who are "Approaching". In The Arts there is a slight lead by the "Full" level but in all other domains the category of "Approaching" is the predominant one.

Domain Results

Social and Personal
- 57.1% at "Full Readiness"
- 35.9% were "Approaching"
- 7% were "Developing"

Language and Literacy
- 39% at "Full Readiness"
- "Approaching Readiness" was the most frequent score with 44.8% while "Developing" had 16.2%

Mathematical Thinking
- 39.6% of students were at "Full Readiness"
- "Approaching" was 49.6%
- "Developing" was 10.8%

Scientific Thinking
- 24% of students were scored in the "Full Readiness" range
- 56.8% at "Approaching" was the majority score with 19.2% at "Developing"

Social Studies
- 36.9% of students were at "Full"
- "Approaching" was 54.6%, the majority score
- 8.4% were judged "Developing"

The Arts
- "Full" at 49%
- "Approaching" was next with 47%
- 4% were scored as "Developing"

Physical Development
- 59.8% at "Full"
- "Approaching" was next with 36.9%
- A low for any domain, 3.3% were judged as "Developing"

Disaggregated Information

Race/Ethnicity
- The largest percentage scored at "Full Readiness" was for the white students (54.7%) followed by American Indian/Alaskan Native with 50%, Asian with 46.7%, then African American (39.7%) and a low of 33.7% for Hispanic students
- The lowest percent falling in the "Developing" range was for white students (3.6%) while the highest percentage in this category was for Hispanic students (14.8%)

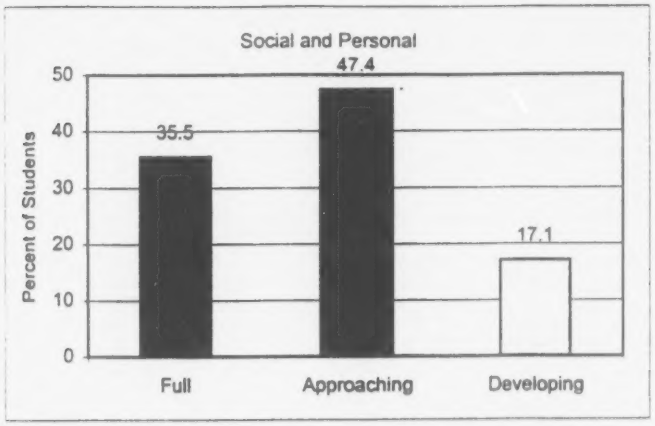
Gender
- A smaller percentage of males (40.4%) were scored as fully ready than the females (53.1%)
- 40.9% females fell in the "Approaching" range while 50.1% of the males scored here
- In "Developing" boys were at 9.5% and girls at 6%

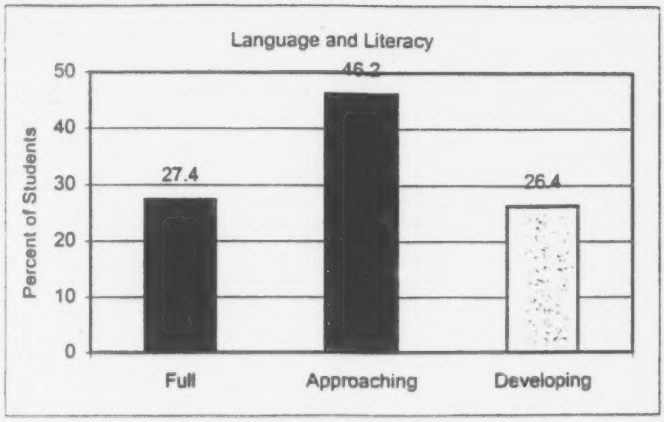
Prior Care
- Data are insufficient to be disaggregated.

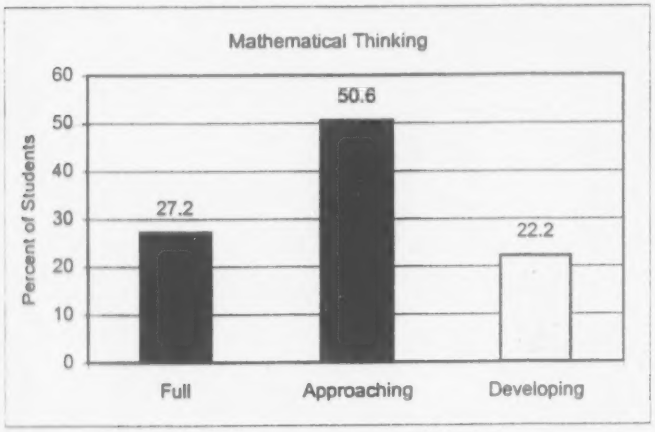
IEP
- For students with IEP, 26.3% were judged at "Full Readiness", 54.4% "Approaching" and 19.2% "Developing"
- For non-IEP students "Full" was at 47.8%, "Approaching" at 45.1, and 7.1% "Developing"

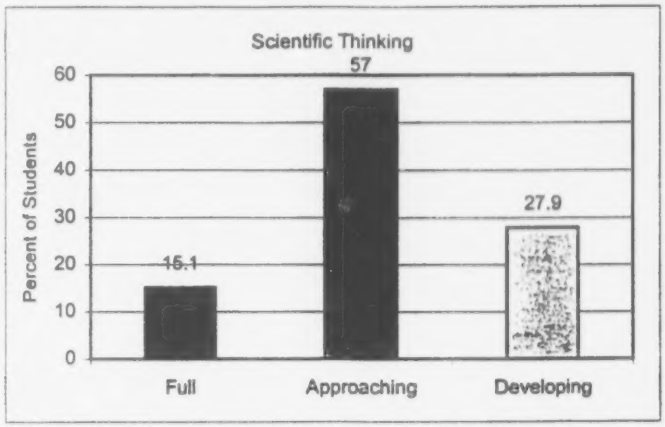
LEP
- For students receiving LEP services, 29.8% were judged at "Full Readiness", 53.1% "Approaching" and 17% "Developing"
- For non-LEP students "Full" was at 50%, "Approaching" at 44.1%, and 5.9% "Developing"

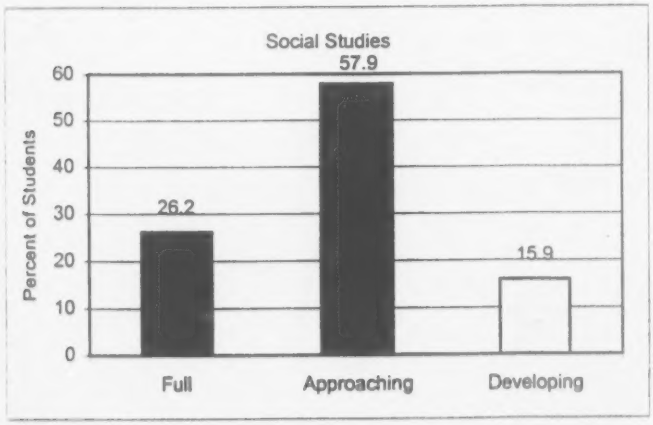
PRINCE GEORGE'S COUNTY

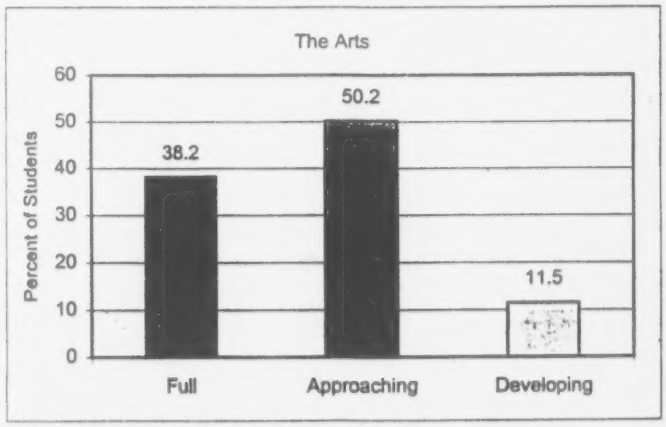


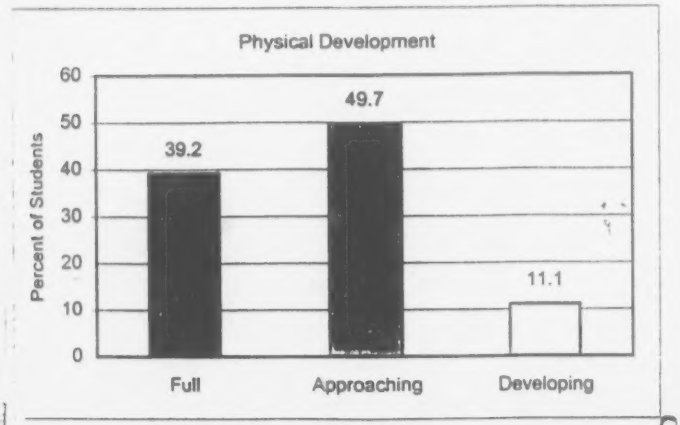


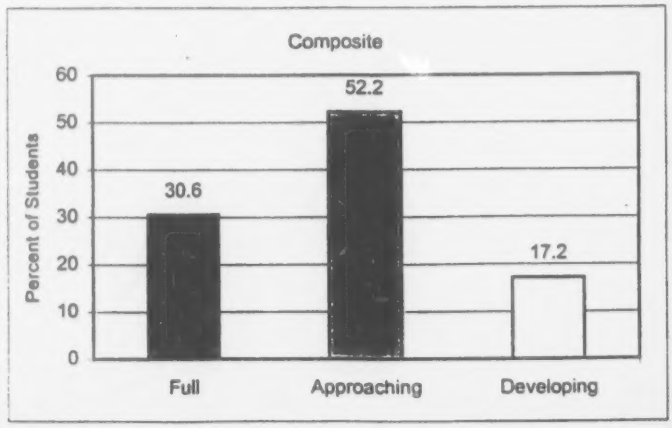












PRINCE GEORGE'S COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	47.8	47.8	*	43.5	43.5	*	47.8	43.5	*	23.8	66.7	*	40.9	50.0	*	59.1	36.4	*	56.5	43.5	0.0	55.0	40.0	*
Asian/Pacific Islander	45.8	44.9	9.3	36.4	43.2	20.3	36.1	49.6	14.3	19.1	58.2	22.7	28.6	64.3	7.1	46.5	46.5	7.0	41.9	52.1	6.0	39.8	49.0	11.2
African American	31.6	49.4	19.0	24.9	49.7	25.4	24.8	52.9	22.3	15.0	58.0	27.0	25.2	58.5	16.3	36.3	51.8	11.9	37.7	51.2	11.1	28.7	54.8	16.5
White	50.0	38.2	11.8	43.4	38.7	17.9	42.3	45.2	12.5	21.1	60.7	18.2	38.7	52.5	8.9	49.4	43.5	7.0	51.2	40.9	8.0	42.8	45.4	11.8
Hispanic	30.7	51.1	18.2	14.7	40.2	45.1	15.1	47.5	37.4	6.1	46.7	47.2	12.7	60.7	26.6	28.9	53.6	17.5	28.8	53.8	17.4	19.9	50.3	24.3
Gender																								
Male	28.8	50.1	21.1	24.4	46.8	28.7	25.2	51.2	23.6	13.8	56.9	29.2	23.5	58.6	17.8	32.4	53.2	14.4	34.9	51.9	13.2	27.0	53.9	19.1
Female	42.9	44.4	12.7	30.7	45.5	23.8	29.5	50.0	20.6	16.5	57.1	26.5	29.1	57.1	13.9	44.7	46.9	8.4	44.0	47.3	8.7	34.7	50.2	15.1
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family																								
Nursery										Sufficient data not available: Data under review														
Home																								
Other																								
IEP																								
Yes	32.8	41.4	25.9	25.0	39.3	35.7	26.7	50.0	23.3	8.9	64.3	26.8	18.2	63.6	18.2	37.5	41.1	21.4	29.6	53.7	16.7	26.2	59.5	14.3
No	35.5	47.5	16.9	27.4	46.3	26.2	27.2	50.6	22.1	15.2	56.8	27.9	26.3	57.8	15.9	38.2	50.4	11.3	39.4	49.6	11.0	30.7	52.0	17.3
LEP																								
Yes	33.3	48.7	17.9	14.7	40.9	44.4	15.5	49.3	35.2	5.4	47.7	47.0	13.3	62.9	23.8	27.2	57.5	15.3	26.5	57.5	16.0	21.0	51.4	27.6
No	35.7	47.3	17.0	28.8	46.8	24.4	28.5	50.8	20.7	16.2	58.0	25.8	27.6	57.3	15.1	39.5	49.4	11.1	40.6	48.9	10.5	31.7	52.3	16.0

* = fewer than 5

PRINCE GEORGE'S COUNTY

Summary
The Prince George's County results show that 30.6% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores were highest with 52.2%, while 17.2% of the students were scored in the "Developing Readiness" range. In all domains for Prince George's County, the largest percentage of students fell in the "Approaching" score range. Except for Scientific Thinking all "Full" percentages exceeded those in "Developing".

Domain Results

Social and Personal
- 35.5% at "Full Readiness"
- 47.4% were "Approaching"
- 17.1% were "Developing"

Language and Literacy
- 27.4% at "Full Readiness"
- "Approaching Readiness" was the most frequent score with 46.2% while "Developing" had 26.4%

Mathematical Thinking
- 27.2% of students were at "Full Readiness"
- "Approaching" was 50.6%
- "Developing" was 22.2%

Scientific Thinking
- 15.1% of students were scored in the "Full Readiness" range
- 57% at "Approaching" was the majority score with 27.9% at "Developing"

Social Studies
- 26.2% of students were at "Full"
- "Approaching" was 57.9%, the majority score
- 15.9% were judged "Developing"

The Arts
- "Full" at 38.2%
- "Approaching" was largest with 50.2%
- 11.5% were scored as "Developing"

Physical Development
- 39.2% at "Full"
- "Approaching" was largest with 49.7%
- A low for any domain, 11.1% were judged as "Developing"

Disaggregated Information

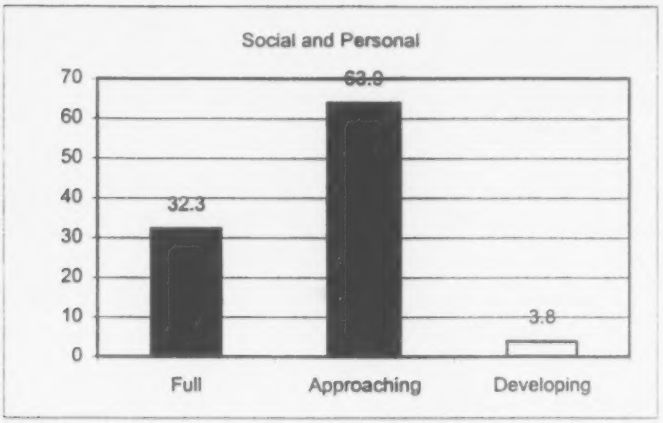
Race/Ethnicity
- The largest percentage scored at "Full Readiness" was for the American Indian/Alaskan Native students (55%) followed by white students with 42.8%, Asian with 39.8%, then African American (28.7%) and a low of 19.9% for Hispanic students
- The lowest percent falling in the "Developing" range was for Asian students (11.2%) while the highest percentage in this category was for Hispanic students (24.3%).

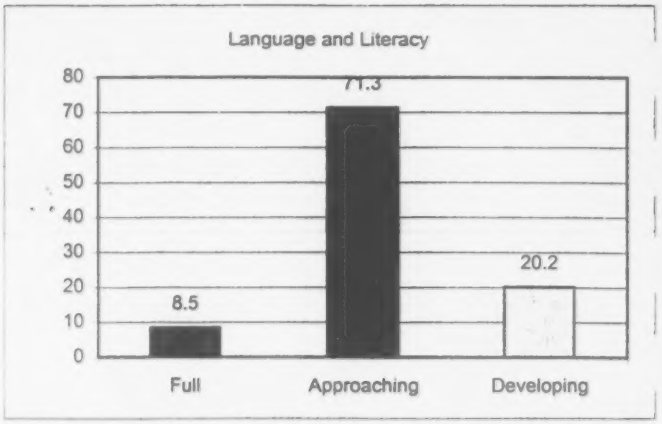
Gender
- A smaller percentage of males (27%) were scored as fully ready than the females (34.7%)
- 50.2% females fell in the "Approaching" range while 53.9% of the males scored here
- In "Developing" boys were at 19.1% and girls at 15.1%

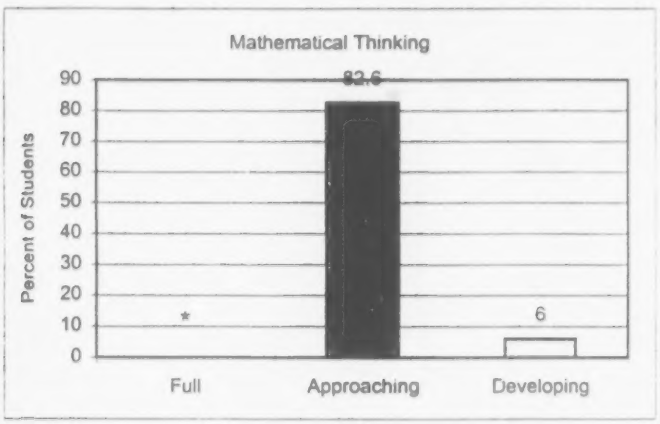
Prior Care
- Prince George's County reported no prior care information.

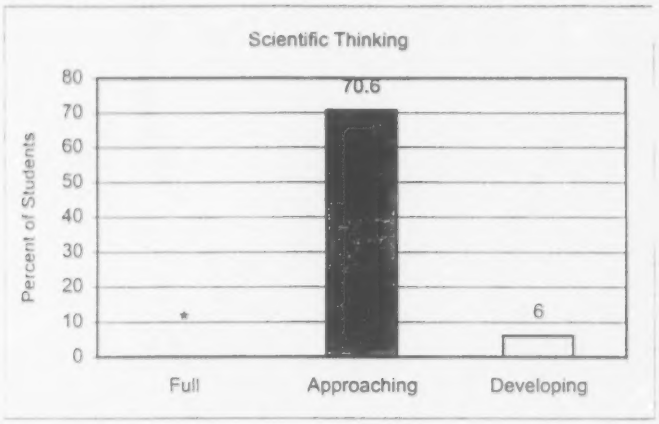
IEP
- For students with IEP, 26.2% were judged at "Full Readiness", 59.5% "Approaching" and 14.3% "Developing"
- For non-IEP students "Full" was at 30.7%, "Approaching" at 52%, and 17.3% "Developing"

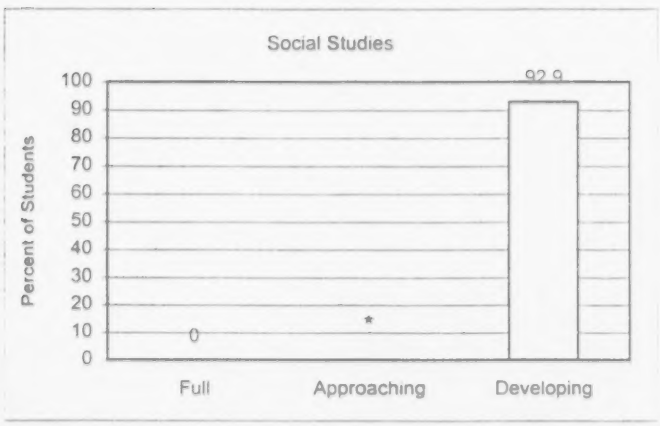
LEP
- For students receiving LEP services, 21% were judged at "Full Readiness", 51.4% "Approaching" and 27.6% "Developing"
- For non-LEP students, 31.7% were at "Full Readiness", 52.3% "Approaching" and 16% "Developing"

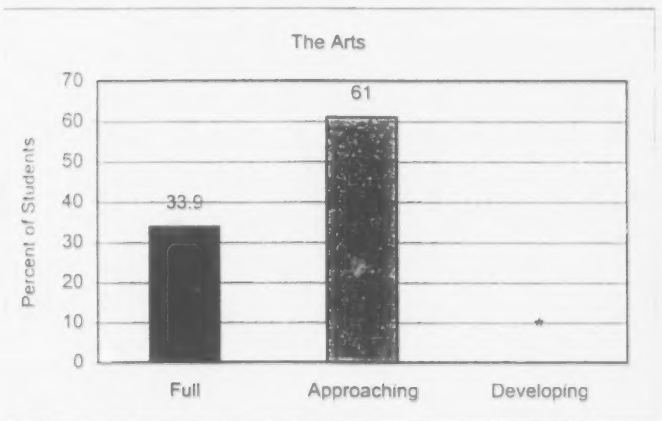

Social and Personal
70
60
50
40
30
20
10
0
32.3
63.8
3.8
Full
Approaching
Developing

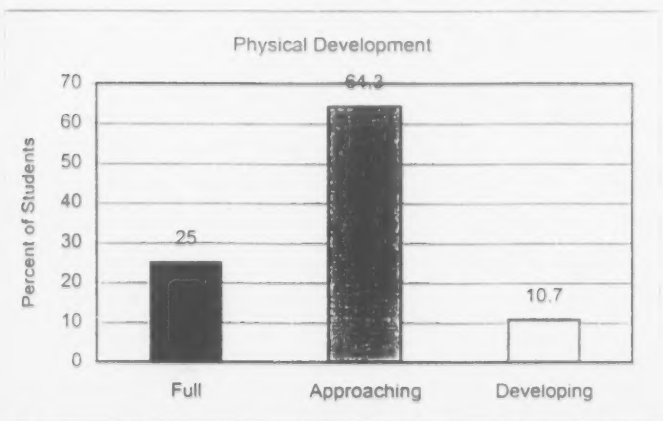

Language and Literacy
80
70
60
50
40
30
20
10
0
8.5
71.3
20.2
Full
Approaching
Developing


Mathematical Thinking
Percent of Students
90
80
70
60
50
40
30
20
10
0
*
82.6
6
Full
Approaching
Developing


Scientific Thinking
Percent of Students
80
70
60
50
40
30
20
10
0
*
70.6
6
Full
Approaching
Developing


Social Studies
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
0
*
92.9
Full
Approaching
Developing


The Arts
Percent of Students
70
60
50
40
30
20
10
0
33.9
61
*
Full
Approaching
Developing


Physical Development
Percent of Students
70
60
50
40
30
20
10
0
25
64.3
10.7
Full
Approaching
Developing

QUEEN ANNE'S COUNTY
PERCENT OF STUDENT

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
African American									Possible coding errors-															
White									data under review															
Hispanic																								
Gender																								
Male	31.4	61.6	7.0	*	67.3	28.6	*	70.8	25.0	*	73.7	*	0.0	*	88.9	30.0	63.3	*	22.7	61.4	15.9	0.0	0.0	0.0
Female	33.3	66.7	0.0	13.3	75.6	11.1	*	95.5	0.0	*	66.7	*	0.0	0.0	100.0	37.9	58.6	*	27.5	67.5	*	0.0	0.0	0.0
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family									Sufficient data not available															
Nursery									data under review															
Home																								
Other																								
IEP																								
Yes	38.5	61.5	0.0	0.0	*	*	0.0	*	*	0.0	*	0.0	0.0	0.0	*	*	*	0.0	*	*	*	0.0	0.0	0.0
No	31.7	64.1	4.1	9.2	73.6	17.2	*	82.9	12.2	*	66.7	20.0	0.0	*	92.3	33.3	61.1	*	24.7	64.9	10.4	0.0	0.0	0.0
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	32.3	63.9	3.8	8.5	71.3	20.2	*	82.6	13.0	*	70.6	17.6	0.0	*	92.9	33.9	61.0	5.1	25.0	64.3	10.7	0.0	0.0	0.0
* = fewer than 5																								

BEST COPY AVAILABLE

QUEEN ANNE'S COUNTY

Summary

In all domains except Social Studies, Queen Anne's scores had the largest percentage of students fall in the "Approaching Readiness" level. In Social Studies, the only reportable score was at the "Full Readiness" level.

Domain Results

Social and Personal

- 32.3% at "Full Readiness"
- 63.9% were "Approaching"
- 3.8% were "Developing"

Language and Literacy

- 8.5% at "Full Readiness"
- "Approaching Readiness" had most frequent score of 71.3% while "Developing" had 20.2%

Mathematical Thinking

- Too few students were at "Full Readiness" to be reported
- "Approaching" was 82.6%
- "Developing" was 6%

Scientific Thinking

- Too few students to report were scored in the "Full Readiness" range
- 70.6% were at "Approaching", the majority score
- 6% was "Developing"

Social Studies

- No students were scored in the "Full Readiness" range
- Too few to report were at "Approaching"
- The majority score, with 92.9%, was "Developing"

The Arts

- "Full" at 33.9%
- "Approaching" was most frequent with 61.0%
- Too few to report were scored as "Developing"

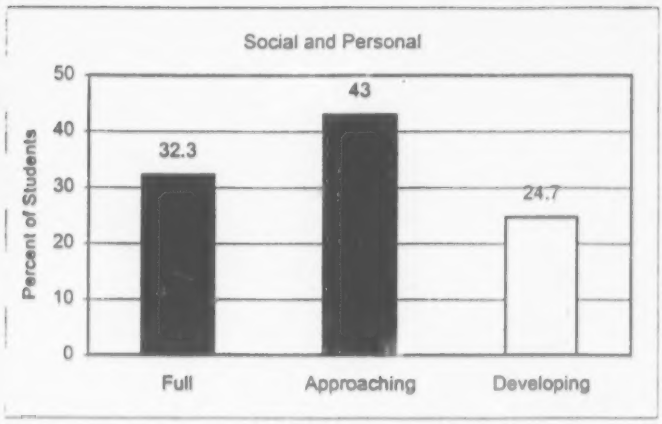
Physical Development

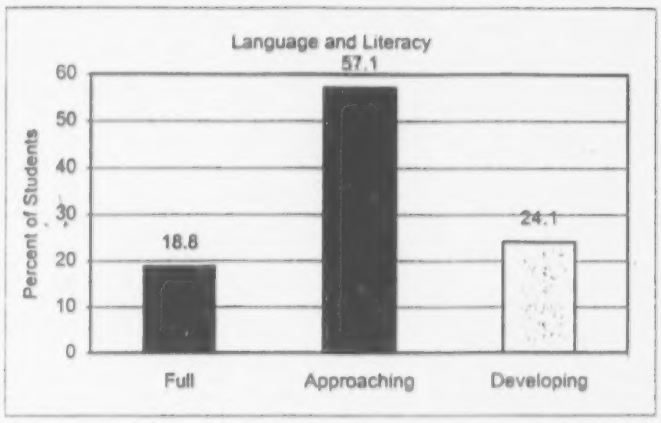
- 25% at "Full"
- "Approaching" 64.3%
- 10.7% were rated as "Developing"

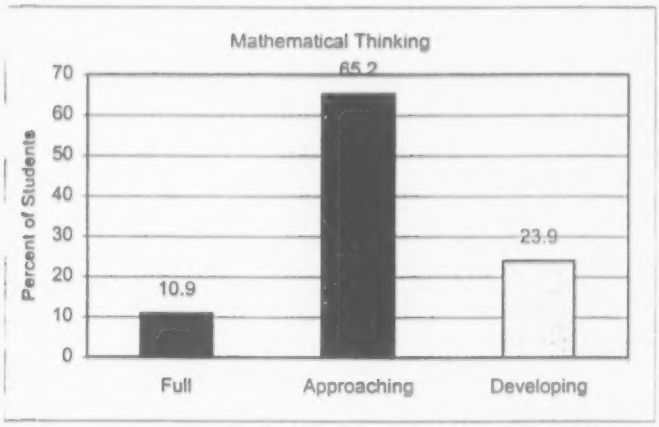
Disaggregated Information

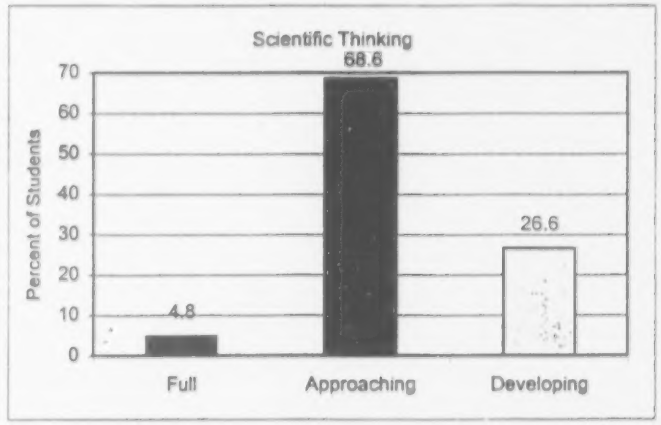
Disaggregated data are not available for Queen Anne's County because of a significant number of missing data points.

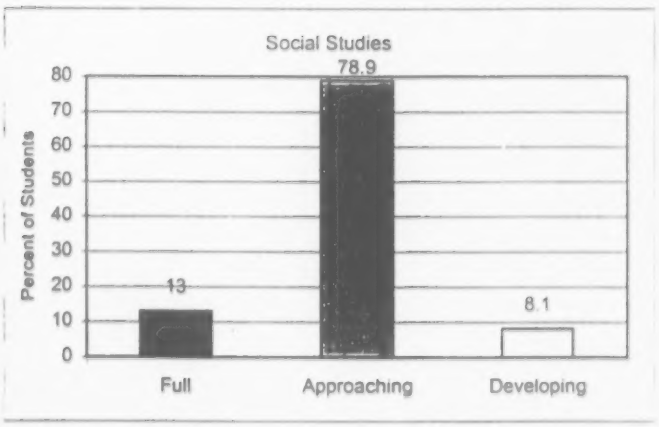
SOMERSET COUNTY

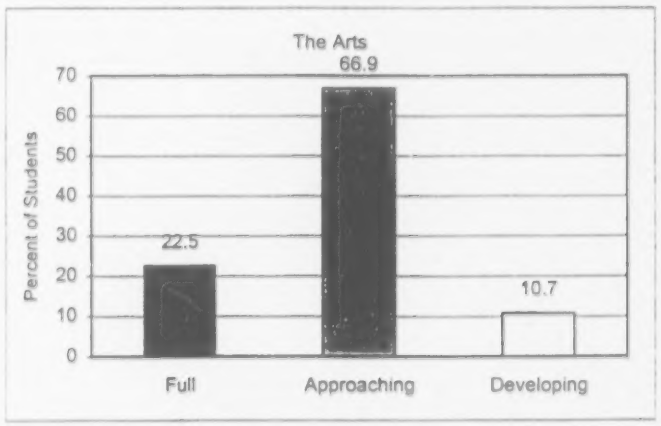


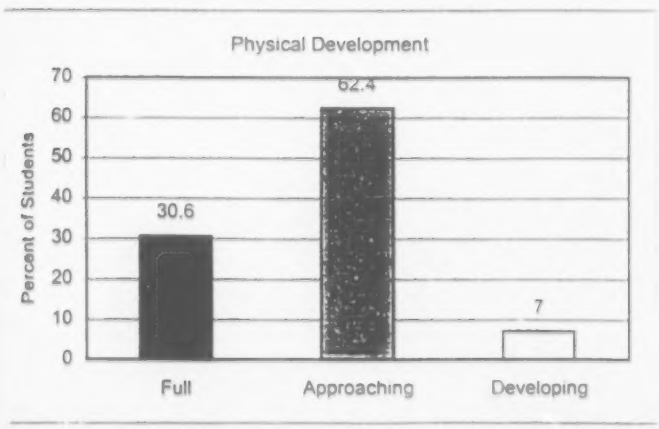


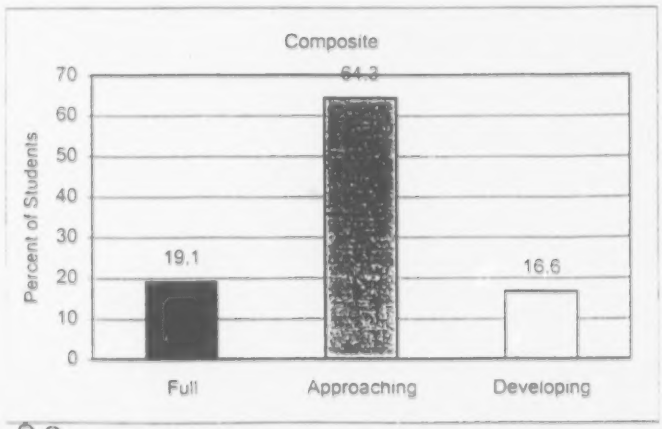












SOMERSET COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asian/Pacific Islander	*	*	0.0	0.0	*	*	0.0	*	0.0	0.0	*	*	0.0	*	0.0	*	*	0.0	*	*	0.0	0.0	*	0.0
African American	25.6	43.0	31.4	9.9	63.4	26.8	*	68.2	27.1	0.0	70.5	29.5	*	85.9	9.4	20.7	68.3	11.0	32.6	60.5	7.0	14.3	61.9	23.8
White	38.7	40.9	20.4	26.1	52.2	21.7	16.3	63.0	20.7	9.7	67.7	22.6	20.4	74.2	5.4	23.6	65.2	11.2	29.0	63.4	7.5	23.0	65.5	11.5
Hispanic	*	*	0.0	*	*	*	*	*	*	0.0	*	*	*	*	*	*	*	0.0	*	*	0.0	*	*	*
Gender																								
Male	28.9	42.3	28.9	19.5	52.9	27.6	11.5	66.7	21.9	*	69.1	27.8	11.6	82.1	6.3	22.6	64.5	12.9	33.3	57.3	9.4	20.7	62.2	17.1
Female	36.0	43.8	20.2	18.1	61.4	20.5	10.2	63.6	26.1	6.6	68.1	25.3	14.4	75.6	10.0	22.4	69.4	8.2	27.8	67.8	*	17.3	66.7	16.0
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family											Sufficient data not available:													
Nursery											data under review													
Home																								
Other																								
IEP																								
Yes	*	*	*	*	*	*	*	55.6	*	0.0	55.6	*	*	55.6	*	*	77.8	*	*	66.7	*	*	55.6	*
No	32.2	43.5	24.3	19.3	57.8	23.0	10.9	65.7	23.4	5.0	69.3	25.7	12.5	80.1	7.4	23.1	66.3	10.7	31.6	62.1	6.2	19.6	64.9	15.5
LEP																								
Yes	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	0.0	*	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0
No	31.9	43.2	24.9	18.3	57.4	24.3	10.4	65.6	24.0	4.8	68.4	26.7	12.5	79.3	8.2	22.0	67.2	10.7	30.3	62.7	7.0	18.6	64.7	16.7

* = fewer than 5

SOMERSET COUNTY

Summary

The Somerset County results show that 19.1% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores were most frequent with 64.3%, while 16.6% of the students were scored in the "Developing Readiness" range. In all domains for Somerset County, the largest percentage of students fell in the "Approaching" score range. Except for Language and Literacy, Mathematical Thinking and Scientific Thinking all "Full" percentages exceeded those in "Developing".

Domain Results

Social and Personal

- 32.3% at "Full Readiness"
- 43% were "Approaching"
- 24.7% were "Developing"

Language and Literacy

- 18.8% at "Full Readiness"
- "Approaching Readiness" was the most frequent score with 57.1% while "Developing" had 24.1%

Mathematical Thinking

- 10.9% of students were at "Full Readiness"
- "Approaching" was 65.2%
- "Developing" was 23.9%

Scientific Thinking

- 4.8% of students were scored in the "Full Readiness" range
- 68.6% at "Approaching" was the majority score with 26.6% at "Developing"

Social Studies

- 13% of students were at "Full"
- "Approaching" was 78.9%, the majority score
- 8.1% were judged "Developing"

The Arts

- "Full" at 22.5%
- "Approaching" was largest with 66.9%
- 10.7% were scored as "Developing"

Physical Development

- 30.6% at "Full"
- "Approaching" was largest with 62.4%
- A low for any domain, 7% were judged as "Developing"

Disaggregated Information

Race/Ethnicity

- There were too few student students reported as American Indian/Alaskan Native, Asian or Hispanic to report
- For African American students 14.3% were judged at "Full Readiness", 61.9% at "Approaching" and 23.8% at "Developing"
- White students showed 23% in "Full", 65.5% in "Approaching" and 11.5% "Developing"

Gender

- A larger percentage of males (20.7%) were scored as fully ready than the females (17.3%)
- 66.7% females fell in the "Approaching" range while 62.2% of the males scored here
- In "Developing" boys were at 17.1% and girls at 16%

Prior Care

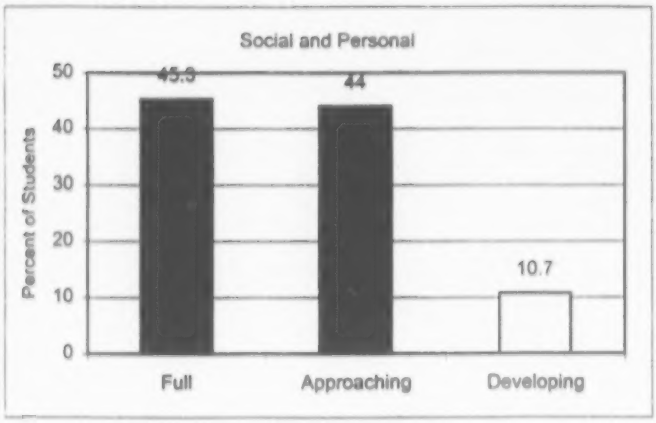
- Somerset County reported no prior care information.

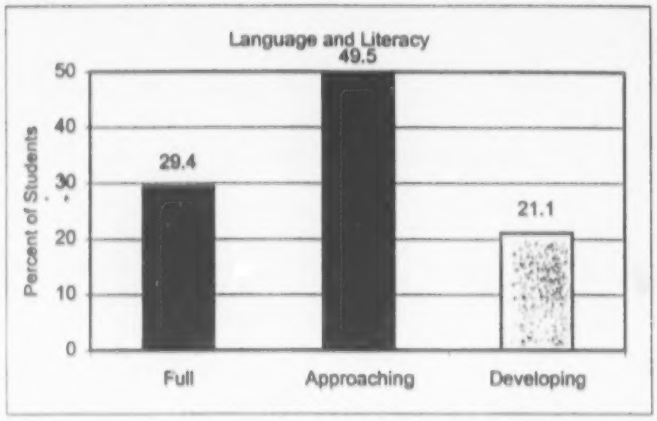
IEP

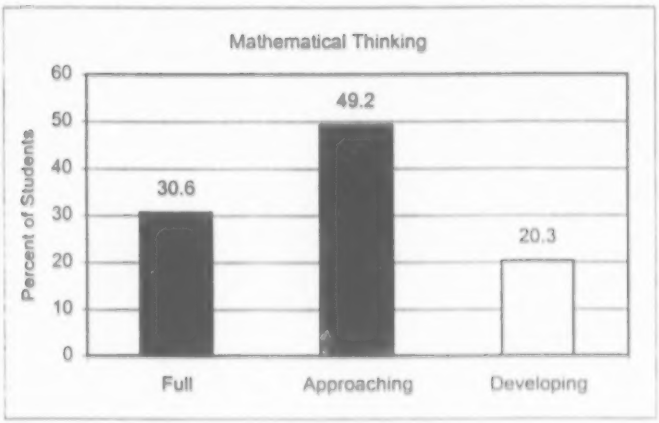
- Too few students had an IEP to provide useful information.

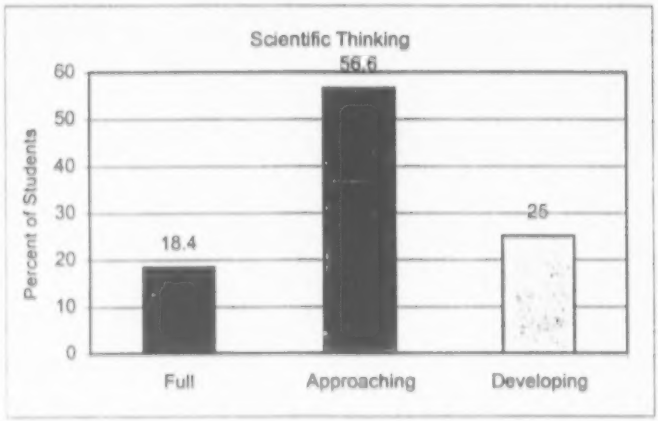
LEP

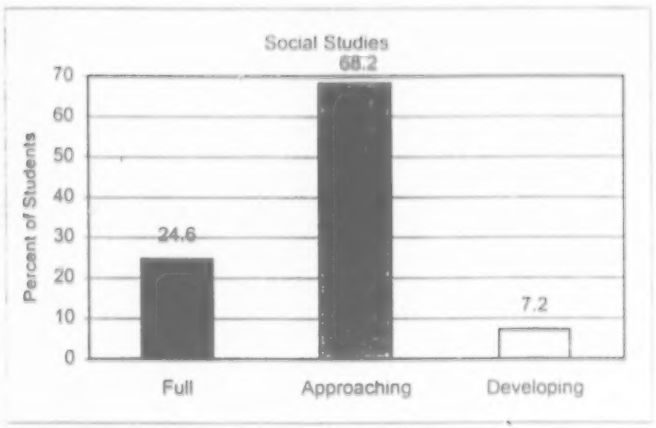
- Too few students were reported in the LEP category to provide useful information.

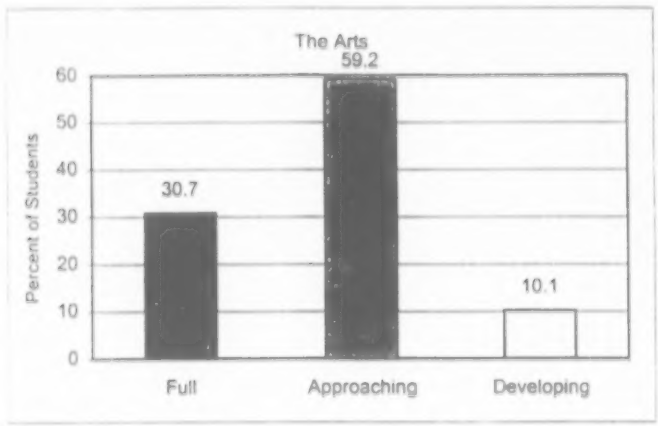

Social and Personal
Percent of Students
45.3
44
10.7
Full
Approaching
Developing

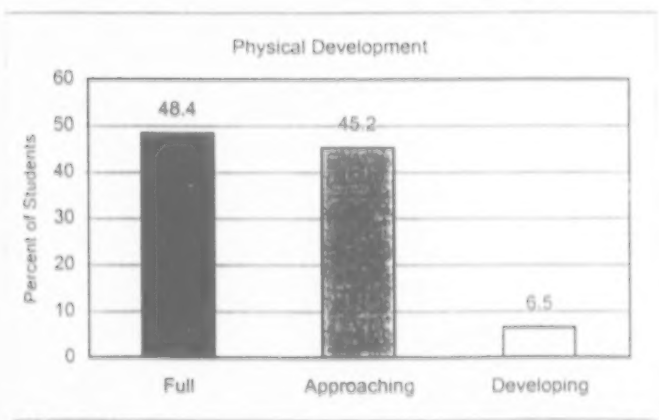

Language and Literacy
Percent of Students
29.4
49.5
21.1
Full
Approaching
Developing

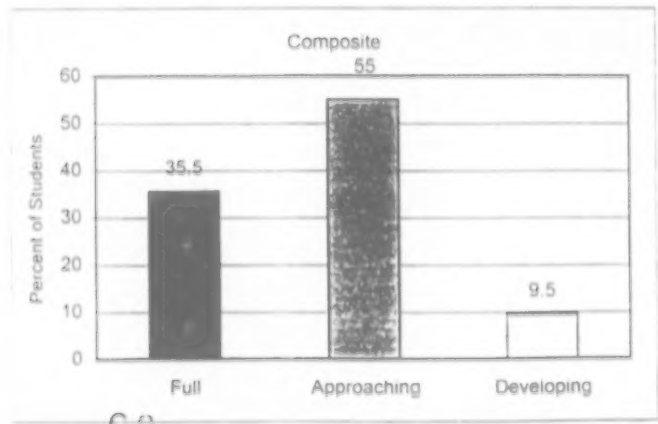

Mathematical Thinking
Percent of Students
30.6
49.2
20.3
Full
Approaching
Developing


Scientific Thinking
Percent of Students
18.4
56.6
25
Full
Approaching
Developing


Social Studies
Percent of Students
24.6
68.2
7.2
Full
Approaching
Developing


The Arts
Percent of Students
30.7
59.2
10.1
Full
Approaching
Developing


Physical Development
Percent of Students
48.4
45.2
6.5
Full
Approaching
Developing


Composite
Percent of Students
35.5
55
9.5
Full
Approaching
Developing

ST MARY'S COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	0.0	*	0.0	0.0	*	0.0	0.0	0.0	*	0.0	0.0	*	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0
Asian/Pacific Islander	*	*	0.0	62.5	*	*	*	*	*	*	*	*	*	75.0	0.0	*	*	*	62.5	*	0.0	62.5	*	*
African American	44.6	37.5	17.9	29.1	40.0	30.9	29.1	29.1	41.8	17.5	40.4	42.1	22.2	68.5	9.3	30.2	58.5	11.3	48.2	44.6	*	32.6	53.5	14.0
White	45.8	44.6	9.6	28.7	53.0	18.3	30.6	54.3	15.1	18.4	61.2	20.4	25.3	67.5	7.2	30.9	60.0	9.1	48.3	45.0	6.7	35.5	56.5	8.1
Hispanic	*	*	0.0	*	*	*	*	*	0.0	*	*	*	*	*	0.0	*	*	*	*	*	0.0	*	*	0.0
Gender																								
Male	39.7	44.2	16.0	22.7	51.3	26.0	26.1	48.4	25.5	16.3	53.8	30.0	19.1	71.7	9.2	21.6	65.2	13.5	43.2	46.5	10.3	29.7	50.4	13.6
Female	51.0	43.8	5.2	36.2	47.7	16.1	35.4	50.0	14.6	20.5	59.6	19.9	30.1	64.7	5.2	39.7	53.4	6.8	53.5	43.9	*	41.1	53.2	5.6
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family											Sufficient data not available:													
Nursery											data under review													
Home																								
Other																								
IEP																								
Yes	55.6	5.9	*	25.0	41.7	33.3	21.7	43.5	34.8	*	57.7	34.6	23.1	57.7	19.2	*	69.6	*	50.0	45.5	*	33.3	60.0	*
No	44.3	45.4	10.3	29.8	50.2	20.0	31.3	49.6	19.1	19.3	56.6	24.2	24.7	69.2	6.1	31.8	58.3	9.8	48.3	45.1	6.6	35.7	54.6	9.7
LEP																								
Yes	*	*	0.0	*	*	0.0	*	*	0.0	0.0	*	*	0.0	*	0.0	0.0	*	0.0	*	*	0.0	*	*	0.0
No	45.1	44.1	10.8	29.1	49.7	21.3	30.2	49.3	20.5	18.5	56.5	14.9	24.8	67.9	7.3	31.0	58.8	10.2	48.2	45.3	6.5	35.1	55.2	9.6

* = fewer than 5

BEST COPY AVAILABLE

ST. MARY'S COUNTY

Summary
The St. Mary's County results show that 35.5% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores were most frequent with 55%, while 9.5% of the students were scored in the "Developing Readiness" range. In all domains except Social and Personal and Physical Development, the largest percentage of students fell in the "Approaching" score range. Except for Scientific Thinking all "Full" percentages exceeded those in "Developing".

Domain Results

Social and Personal
- 45.3% at "Full Readiness"
- 44% were "Approaching"
- 10.7% were "Developing"

Language and Literacy
- 29.4% at "Full Readiness"
- "Approaching Readiness" was the most frequent score with 49.5% while "Developing" had 21.1%

Mathematical Thinking
- 30.6% of students were at "Full Readiness"
- "Approaching" was 49.2%
- "Developing" was 20.3%

Scientific Thinking
- 18.4% of students were scored in the "Full Readiness" range
- 56.6% at "Approaching" was the majority score with 25% at "Developing"

Social Studies
- 24.6% of students were at "Full"
- "Approaching" was 68.2%, the majority score
- 7.2% were rated "Developing"

The Arts
- "Full" at 30.7%
- "Approaching" was largest with 59.2%
- 10.1% were scored as "Developing"

Physical Development
- 48.4% at "Full" was largest
- "Approaching" 45.2%
- 6.5% were rated as "Developing"

Disaggregated Information

Race/Ethnicity
- There were too few student students reported as American Indian/Alaskan Native, Asian or Hispanic to report useful data
- For African American students 32.6% were rated at "Full Readiness", 53.5% at "Approaching" and 14% at "Developing"
- White students showed 35.5% in "Full", 56.5% in "Approaching" and 8.1% "Developing"

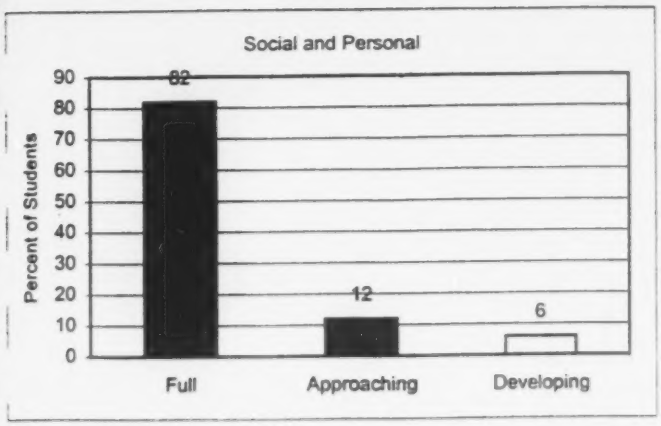
Gender
- A higher percentage of females (41.1%) were scored as fully ready than the males (29.7%)
- 53.2% females fell in the "Approaching" range while 50.4% of the males scored here
- In "Developing" boys were at 13.6% and girls at 5.6%

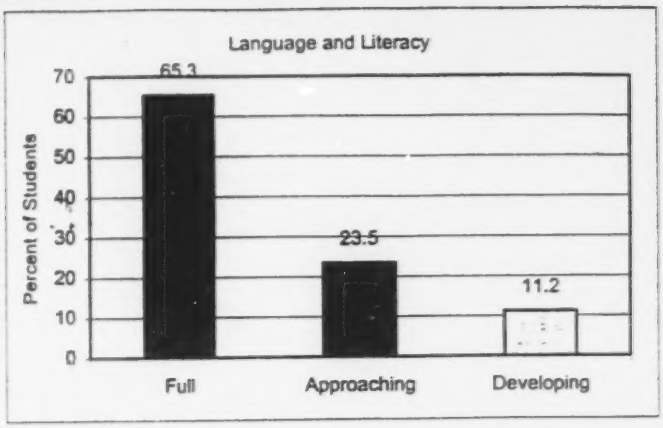
Prior Care
- Data are insufficient to be disaggregated.

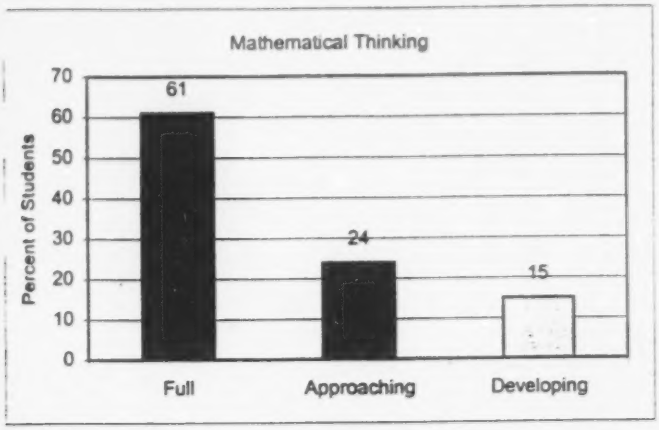
IEP
- 33.3% of students having an IEP scored at the "Full Readiness" proficiency level while 35.7% of the non-IEP students were rated here

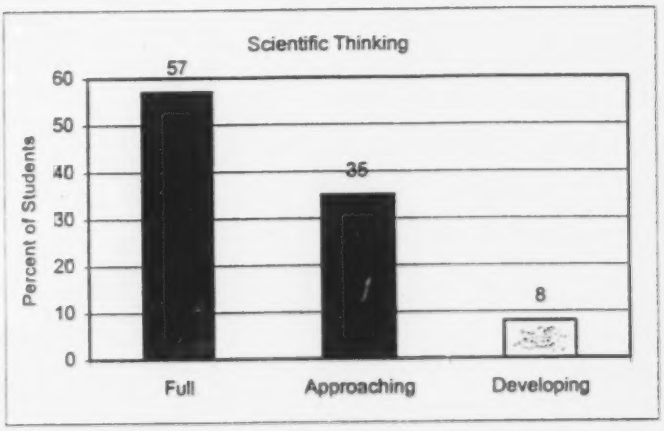
LEP
- Too few students were reported in the LEP category to provide useful information.

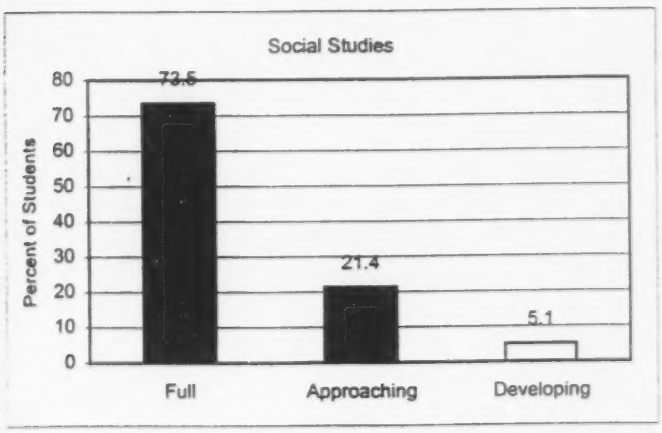
TALBOT COUNTY

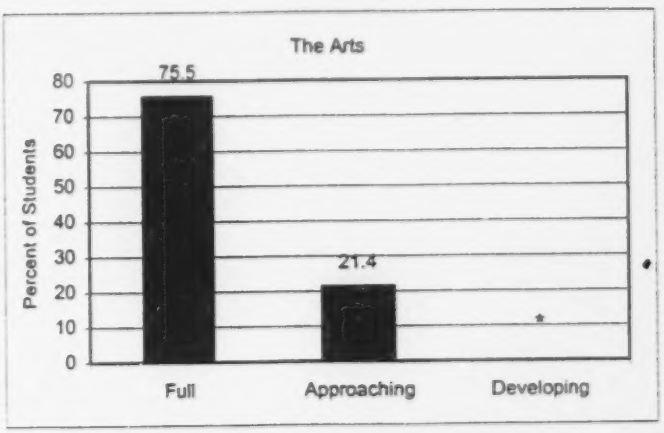


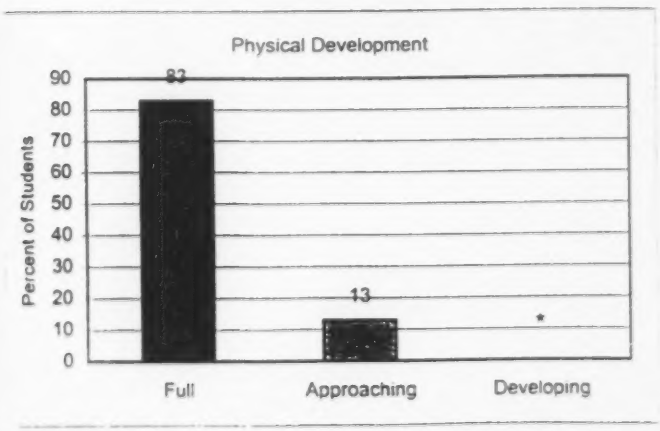


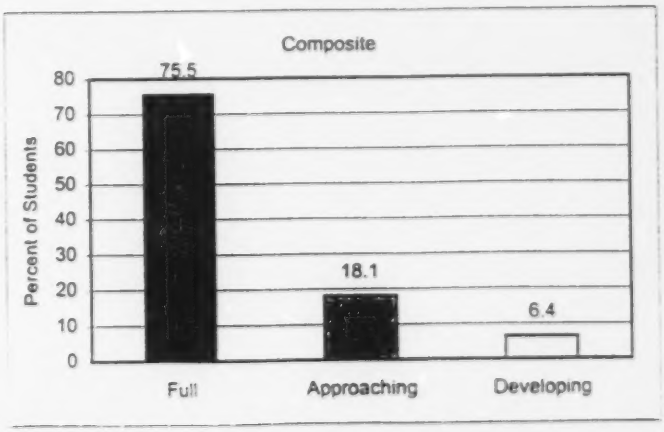












TALBOT COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asian/Pacific Islander	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	0.0	*	0.0	*	0.0	0.0	*	0.0	0.0	0.0	*	0.0	*	0.0	0.0
African American	59.1	22.7	*	59.1	*	22.7	50.0	*	31.8	45.5	31.8	22.7	59.1	22.7	*	63.6	27.3	*	77.3	*	*	63.6	*	*
White	89.2	8.1	*	68.1	23.6	8.3	64.9	24.3	10.8	62.2	33.8	*	77.8	20.8	*	79.2	19.4	*	86.5	12.2	*	79.4	17.6	*
Hispanic	*	*	0.0	1.0	2.0	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0
Gender																								
Male	79.7	13.6	*	64.9	22.8	12.3	64.4	22.0	13.6	55.9	35.6	8.5	73.7	21.1	*	70.2	24.6	*	79.7	16.9	*	71.7	20.8	*
Female	85.4	*	*	65.9	24.4	*	56.1	26.8	17.1	58.5	34.1	*	73.2	22.0	*	82.9	33.3	0.0	87.8	*	*	80.5	14.6	*
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available: data under review														
Nursery																								
Home																								
Other																								
IEP																								
Yes	*	*	0.0	*	*	*	*	*	*	*	*	*	*	85.7	0.0	*	*	0.0	*	*	0.0	*	*	*
No	84.9	8.6	6.5	69.2	20.9	9.9	63.4	22.6	14.0	60.2	33.3	6.5	78.0	16.5	5.5	78.0	18.7	*	84.9	11.8	*	78.2	16.1	5.7
LEP																								
Yes	*	0.0	0.0	0.0	*	0.0	*	*	0.0	0.0	*	0.0	*	0.0	0.0	*	*	0.0	*	*	0.0	*	0.0	0.0
No	81.4	12.4	6.2	65.3	23.2	11.6	61.9	22.7	15.5	58.8	33.0	8.2	72.6	22.1	5.3	75.8	21.1	*	83.5	12.4	*	74.7	18.7	6.6

* = fewer than 5

B66

BEST COPY AVAILABLE

TALBOT COUNTY

Summary
The Talbot County results show that 75.5% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores followed with 18.1%, while 6.4% of the students were scored in the "Developing Readiness" range. In all domains for Talbot County, the largest percentage of students fell in the "Full Readiness" range and all "Approaching" percentages exceeded those in "Developing".

Domain Results

Social and Personal
- 82% at "Full Readiness"
- 12% were "Approaching"
- 6% were "Developing"

Language and Literacy
- 65.3% at "Full Readiness" was the most frequent score
- "Approaching Readiness" had 23.5% while "Developing" had 11.2%

Mathematical Thinking
- 61% of students were at "Full Readiness"
- "Approaching" was 24%
- "Developing" was 15%

Scientific Thinking
- 57% of students were scored in the "Full Readiness" range, the majority score
- 35% at "Approaching", 8% at "Developing"

Social Studies
- 73.5% of students were at "Full"
- "Approaching" was 21.4%
- 5.1% were rated "Developing"

The Arts
- "Full" at 75.5%
- "Approaching" was largest with 21.4%
- Too few to report were scored as "Developing"

Physical Development
- 83% at "Full" was largest
- "Approaching" 13%
- Too few to report were rated as "Developing"

Disaggregated Information

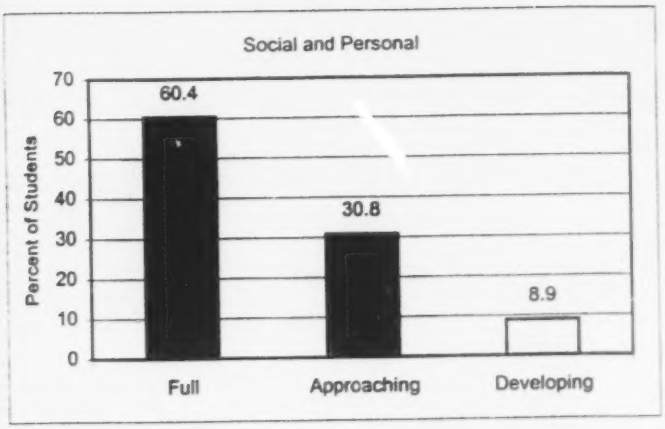
Race/Ethnicity
- There were too few student students reported as American Indian/Alaskan Native, Asian or Hispanic to report
- The only meaningful comparison available shows 63.6% of the African American Students scored at "Full Readiness" while 79.4% of the while students were rated at this proficiency level

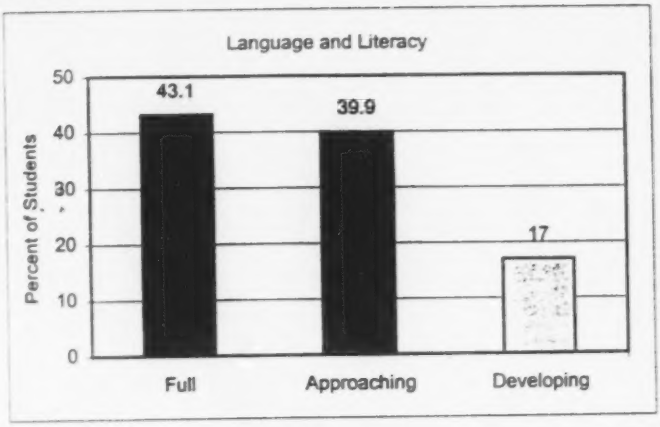
Gender
- A larger percentage of females (80.5%) were scored as fully ready than the males (71.7%)
- 14.6% females fell in the "Approaching" range while 20.8% of the males scored here

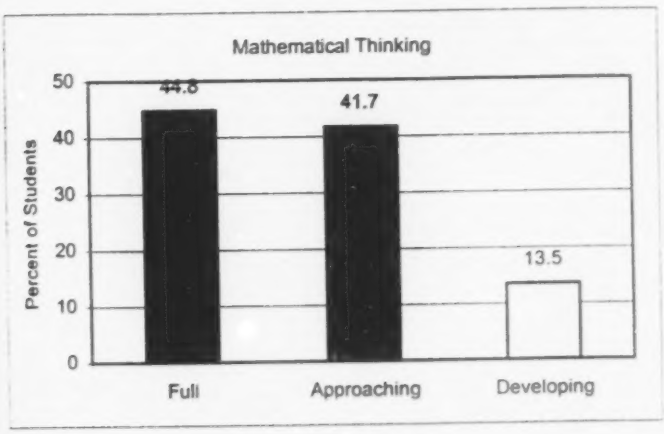
Prior Care
- Talbot County reported no data for prior care.

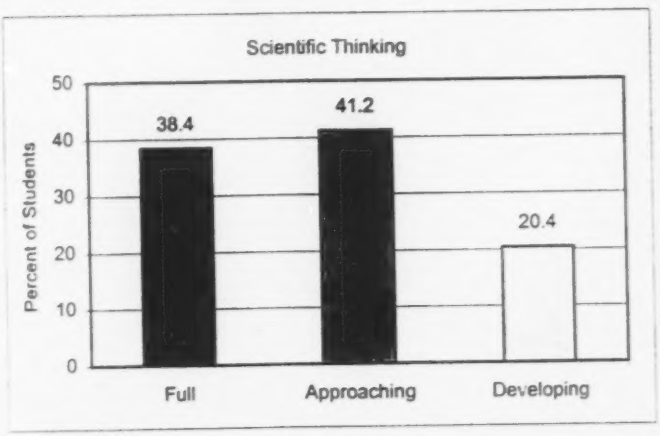
IEP
- Too few students had an IEP to provide useful information.

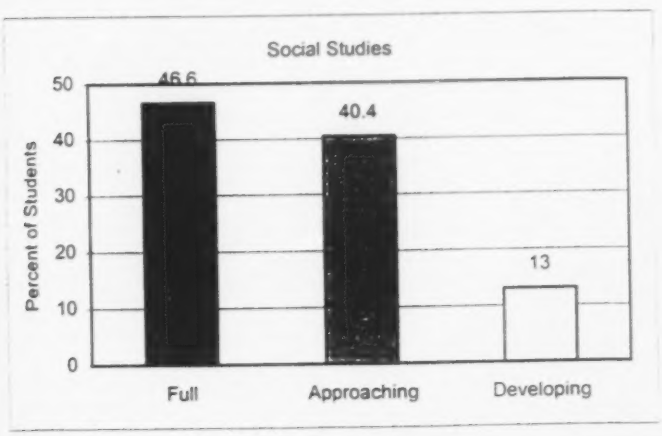
LEP
- Too few students were reported in the LEP category to provide useful information.

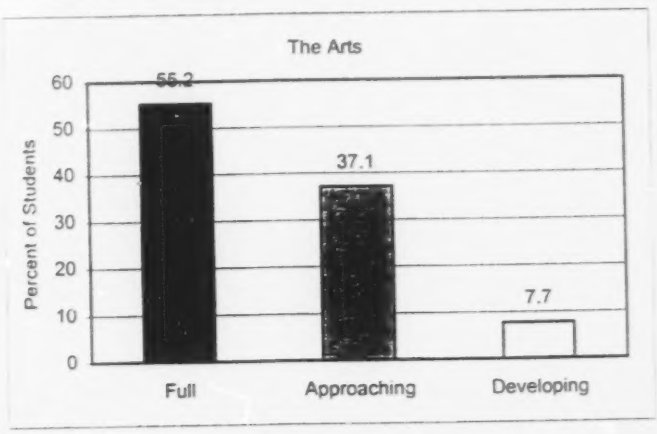

Social and Personal
Percent of Students
70
60
50
40
30
20
10
0
60.4
30.8
8.9
Full
Approaching
Developing

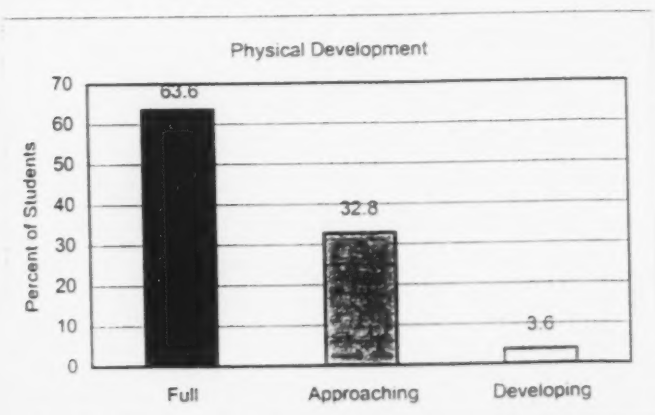

Language and Literacy
Percent of Students
50
40
30
20
10
0
43.1
39.9
17
Full
Approaching
Developing

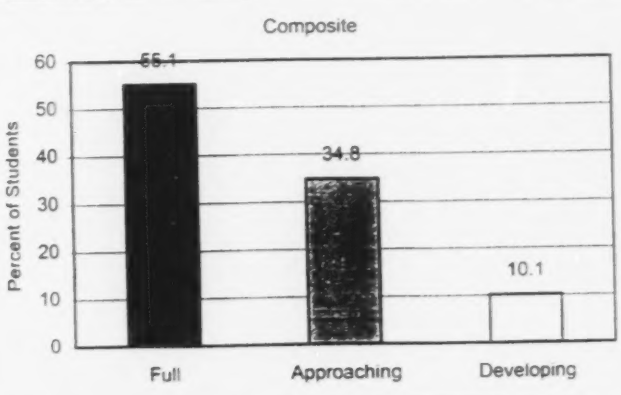

Mathematical Thinking
Percent of Students
50
40
30
20
10
0
44.8
41.7
13.5
Full
Approaching
Developing


Scientific Thinking
Percent of Students
50
40
30
20
10
0
38.4
41.2
20.4
Full
Approaching
Developing


Social Studies
Percent of Students
50
40
30
20
10
0
46.6
40.4
13
Full
Approaching
Developing


The Arts
Percent of Students
60
50
40
30
20
10
0
55.2
37.1
7.7
Full
Approaching
Developing


Physical Development
Percent of Students
70
60
50
40
30
20
10
0
63.6
32.8
3.6
Full
Approaching
Developing


Composite
Percent of Students
60
50
40
30
20
10
0
55.1
34.8
10.1
Full
Approaching
Developing

WASHINGTON COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asian/Pacific Islander	*	*	0.0	*	*	0.0	*	*	0.0	*	*	*	*	*	0.0	*	*	*	*	0.0	0.0	*	*	0.0
African American	37.2	41.9	20.9	28.9	46.7	24.4	29.5	61.4	*	20.5	56.4	23.1	20.5	63.6	15.9	40.9	54.5	*	52.3	45.5	*	36.4	51.5	*
White	62.9	29.7	7.4	45.2	38.4	65.5	46.8	39.4	13.8	40.6	39.3	87.5	49.7	37.2	13.0	56.8	35.1	8.0	64.6	31.5	3.8	57.3	32.8	9.9
Hispanic	*	*	*	0.0	83.3	*	*	*	*	0.0	83.3	*	*	*	0.0	*	*	0.0	*	*	0.0	*	*	*
Gender																								
Male	52.7	35.3	12.1	35.9	43.6	20.5	41.3	46.0	12.8	35.1	42.5	22.4	38.8	46.1	15.1	45.1	44.7	10.2	54.3	41.5	4.3	46.5	42.1	11.4
Female	68.8	25.9	5.4	51.2	35.7	13.0	48.8	37.0	14.2	42.2	39.7	18.1	55.3	34.0	10.7	66.7	28.5	4.8	73.9	23.2	2.8	64.5	26.8	8.7
Prior Care																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available:														
Nursery										data under review														
Home																								
Other																								
IEP																								
Yes	57.1	33.3	*	37.2	34.9	27.9	31.8	43.2	25.0	35.7	35.7	28.6	42.2	35.6	22.2	42.2	40.0	17.8	45.5	40.9	13.6	55.6	27.8	16.7
No	60.7	30.5	8.8	43.7	40.5	15.8	46.3	41.5	12.2	38.7	41.8	19.5	47.1	41.0	12.0	56.7	36.8	6.5	65.6	31.9	2.5	55.0	35.5	9.5
LEP																								
Yes	*	*	0.0	0.0	71.4	*	0.0	85.7	*	0.0	*	*	0.0	71.4	*	*	*	*	71.4	*	0.0	*	83.3	0.0
No	60.5	30.5	9.0	43.8	39.4	16.8	45.6	41.0	13.4	39.1	40.9	20.0	47.3	39.9	12.8	55.4	37.2	7.4	63.5	32.9	3.7	55.7	34.0	10.3
* = fewer than 5																								

WASHINGTON COUNTY

Summary
The Washington County results show that 55.1% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores followed with 34.8%, while 10.1% of the students were scored in the "Developing Readiness" range. In all domains for Washington County, the largest percentage of students fell in the "Full Readiness" range except for Scientific Thinking. All "Approaching" percentages exceeded those in "Developing".

Domain Results

Social and Personal
- 60.4% at "Full Readiness"
- 30.8% were "Approaching"
- 8.9% were "Developing"

Language and Literacy
- 43.1% at "Full Readiness" was the most frequent score
- "Approaching Readiness" had 39.9% while "Developing" had 17%

Mathematical Thinking
- 44.8% of students were at "Full Readiness"
- "Approaching" was 41.7%
- "Developing" was 13.5%

Scientific Thinking
- 38.4% of students were scored in the "Full Readiness" range
- 41.2% at "Approaching", the majority score, with 20.4% at "Developing"

Social Studies
- 46.6% of students were at "Full"
- "Approaching" was 40.4%
- 13% were rated "Developing"

The Arts
- "Full" at 55.2%
- "Approaching" was next with 37.1%
- 7.7% were scored as "Developing"

Physical Development
- 63.6% at "Full" was largest
- "Approaching" 32.8%
- 3.6% were rated as "Developing"

Disaggregated Information

Race/Ethnicity
- There were too few student students reported as American Indian/Alaskan Native, Asian or Hispanic to report
- The only meaningful comparison available shows 36.4% of the African American students scored at "Full Readiness" while 51.5% fell in "Approaching" and too few to report were rated "Developing"
- 57.3% of the white students were rated at the "Full" proficiency level with 32.8% "Approaching" and 9.9% "Developing"

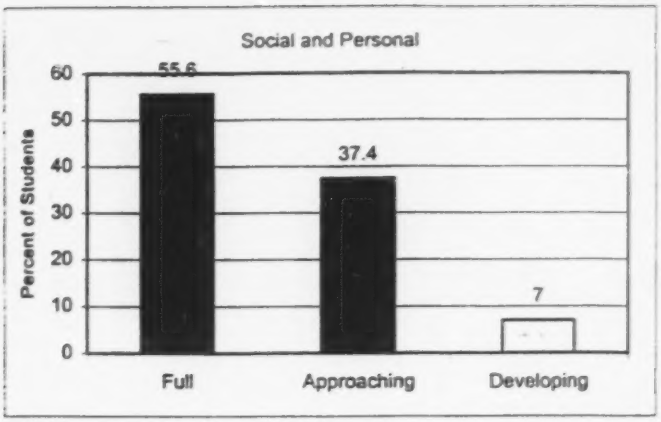
Gender
- A higher percentage of females (64.5%) were scored as fully ready than the males (46.5%)
- 26.8% females fell in the "Approaching" range while 42.1% of the males scored here

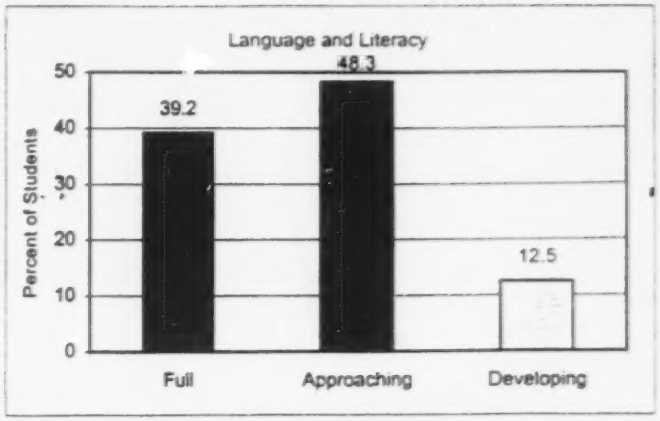
Prior Care
- Data are insufficient to be disaggregated

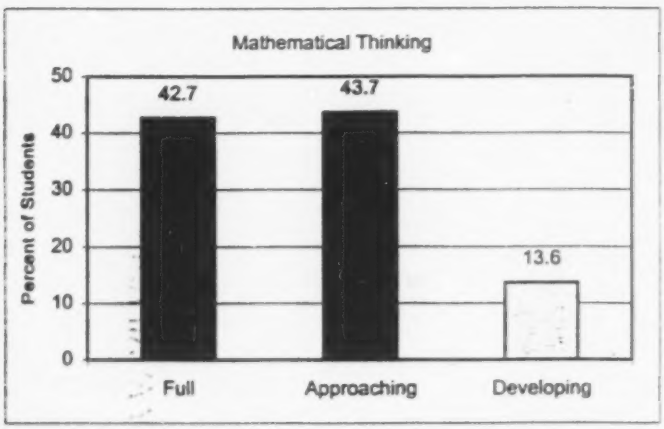
IEP
- Students with IEP were rated at "Full Readiness" 55.6% of the time.
- 55% of the Non-IEP students fell in this category

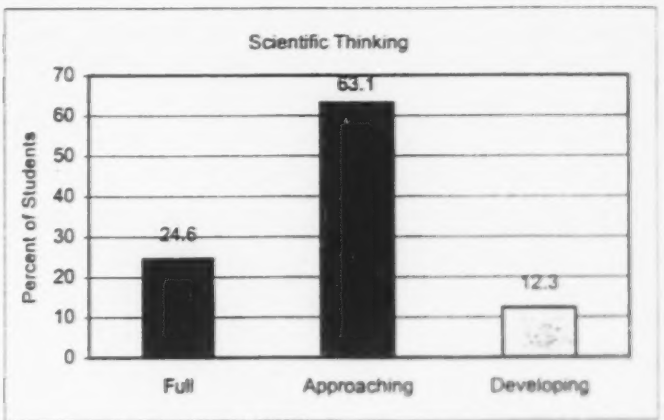
LEP
- Too few students were reported in this category to provide useful information.

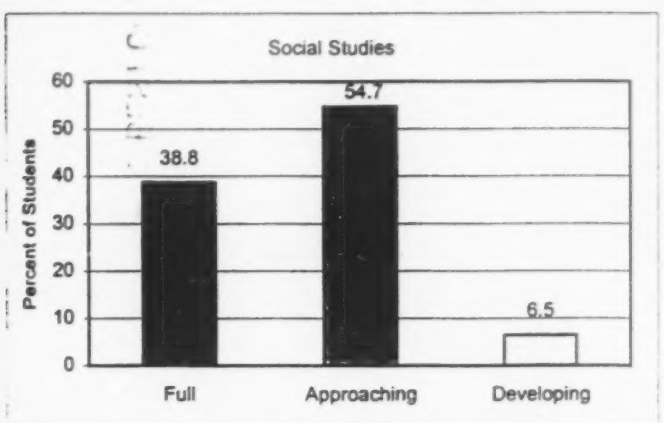
WICOMICO COUNTY

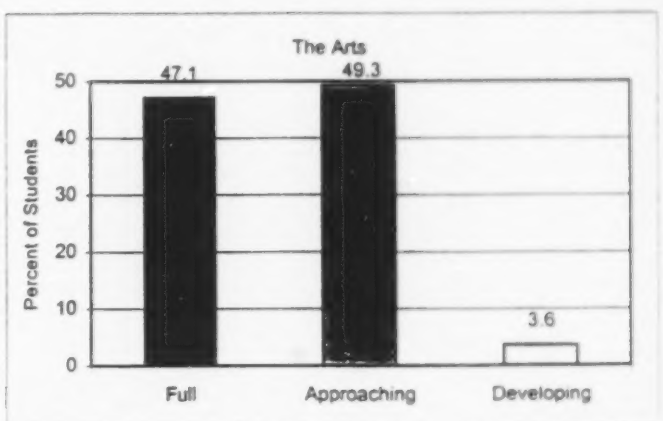


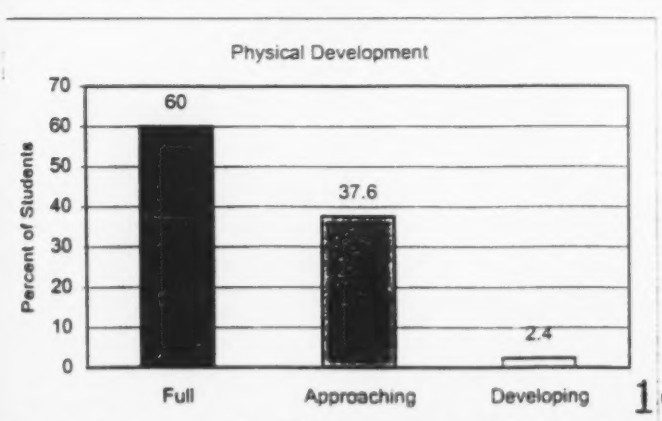


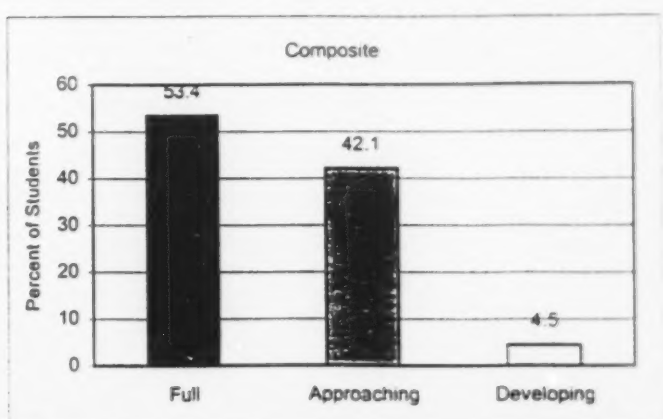












WICOMICO COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
African American										Possible coding errors:														
White										data under review.														
Hispanic																								
Gender																								
Male	47.2	43.3	9.4	34.1	52.0	13.8	34.8	52.7	12.5	20.0	66.9	13.1	34.9	58.1	7.0	39.0	55.9	5.1	54.3	42.6	*	46.2	48.4	5.5
Female	64.7	31.0	4.3	45.0	44.0	11.0	51.5	33.7	14.9	29.8	58.8	11.4	43.1	50.9	6.0	56.3	41.7	*	66.4	31.9	*	60.9	35.6	*
Program																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available:														
Nursery										data under review														
Home																								
Other																								
IEP																								
Yes	*	*	*	*	*	*	*	60.0	*	*	54.5	*	*	54.5	*	*	63.6	*	*	54.5	*	*	55.6	*
No	56.9	37.5	5.6	40.1	48.6	11.3	44.3	42.9	12.8	25.3	63.5	11.2	39.7	54.7	5.6	48.6	48.6	2.9	62.0	36.8	*	55.0	41.4	7.6
LEP																								
Yes	*	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	*	0.0	*	*	*	0.0	0.0	*	*
No	55.8	37.5	6.7	39.7	48.0	12.2	43.1	43.6	13.3	24.9	63.5	11.6	39.3	54.5	6.2	47.0	49.8	3.2	60.3	37.2	2.5	54.0	42.0	4.0

* = fewer than 5 x= no data available

B72

BEST COPY AVAILABLE

WICOMICO COUNTY

Summary
The Wicomico County results show that 53.4% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores followed with 42.1%, while 4.5% of the students were scored in the "Developing Readiness" range. In all domains, except Social and Personal and Physical Development, the largest percentage of students fell in the "Approaching Readiness" level.

Domain Results

Social and Personal
- 55.6% at "Full Readiness"
- 37.4% were "Approaching"
- 7% were "Developing"

Language and Literacy
- 39.2% at "Full Readiness"
- "Approaching Readiness" had most frequent score of 48.3% while "Developing" had 12.5%

Mathematical Thinking
- 42.7% of students were at "Full Readiness"
- "Approaching" was 43.7%
- "Developing" was 13.6%

Scientific Thinking
- 24.6% of students were scored in the "Full Readiness" range
- 63.1% at "Approaching", the majority score, with 12.3% at "Developing"

Social Studies
- 38.8% of students were at "Full"
- "Approaching" was 54.7%
- 6.5% were rated "Developing"

The Arts
- "Full" at 47.1%
- "Approaching" was next with 49.3%
- 3.6% were scored as "Developing"

Physical Development
- 60% at "Full" was largest
- "Approaching" 37.6%
- 2.4% were rated as "Developing"

Disaggregated Information

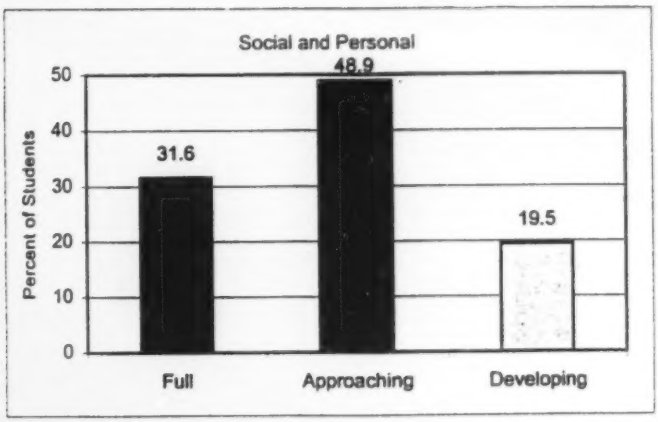
Race/Ethnicity
- Due to a reporting error, the race/ethnicity data for Wicomico County are unavailable.

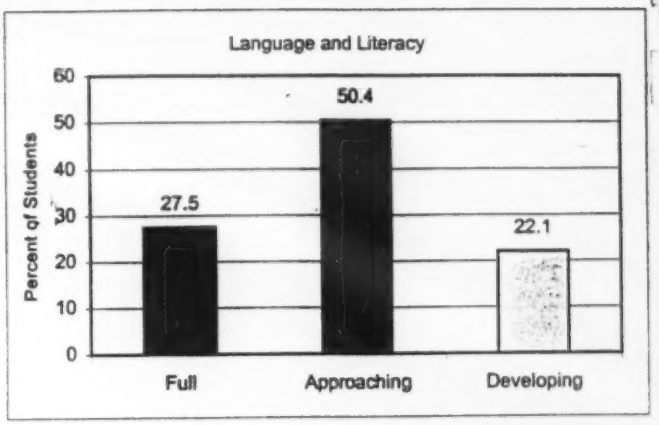
Gender
- A larger percentage of females (60.9%) were scored as fully ready than the males (46.2%)
- 35.6% females fell in the "Approaching" range while 48.4% of the males scored here

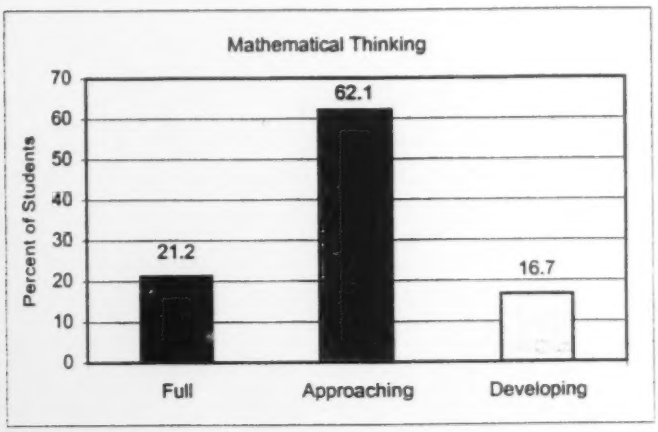
Prior Care
- Data are insufficient to be disaggregated

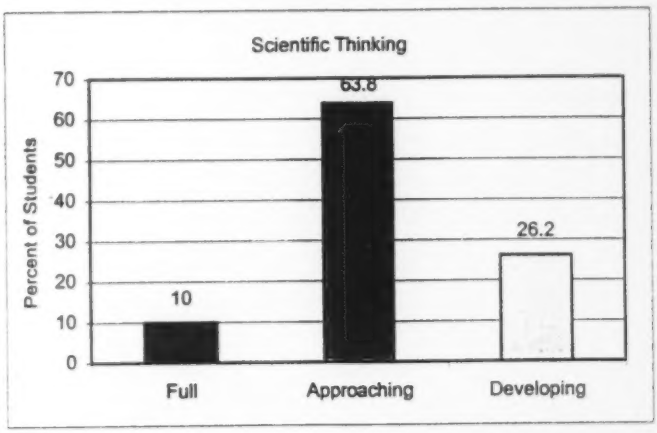
IEP
- Too few students were reported in this category to provide useful information.

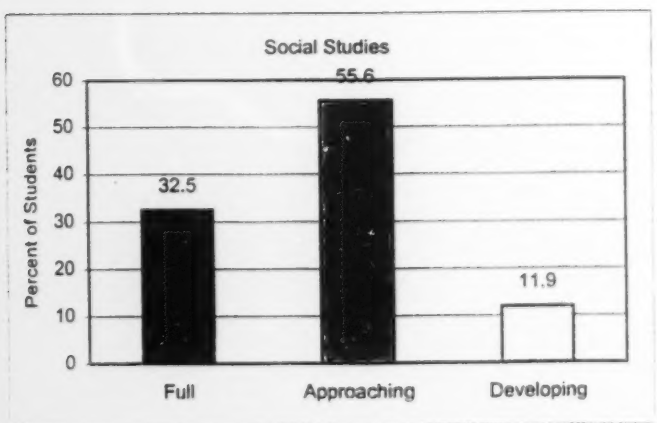
LEP
- Too few students were reported in this category to provide useful information.

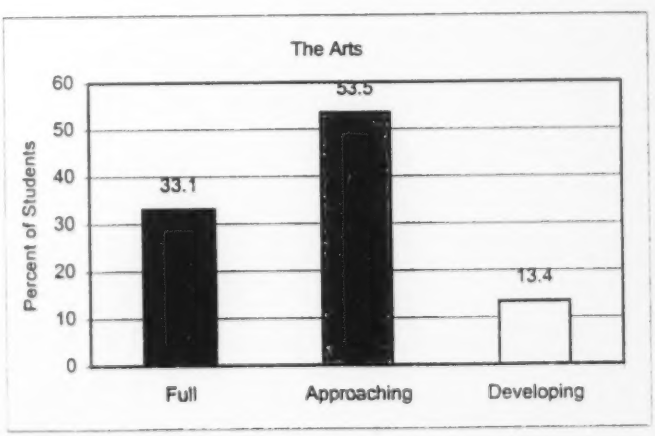

Social and Personal
Percent of Students
0
10
20
30
40
50
31.6
48.9
19.5
Full
Approaching
Developing

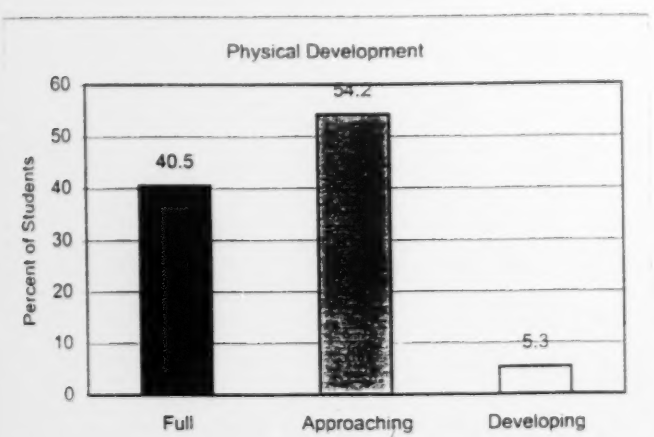

Language and Literacy
Percent of Students
0
10
20
30
40
50
60
27.5
50.4
22.1
Full
Approaching
Developing

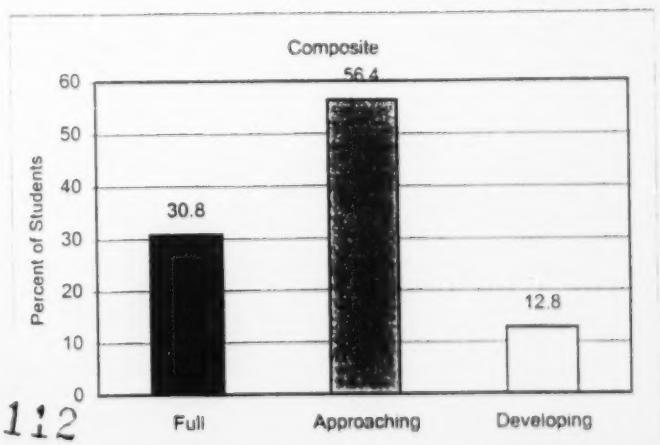

Mathematical Thinking
Percent of Students
0
10
20
30
40
50
60
70
21.2
62.1
16.7
Full
Approaching
Developing


Scientific Thinking
Percent of Students
0
10
20
30
40
50
60
70
10
63.8
26.2
Full
Approaching
Developing


Social Studies
Percent of Students
0
10
20
30
40
50
60
32.5
55.6
11.9
Full
Approaching
Developing


The Arts
Percent of Students
0
10
20
30
40
50
60
33.1
53.5
13.4
Full
Approaching
Developing


Physical Development
Percent of Students
0
10
20
30
40
50
60
40.5
54.2
5.3
Full
Approaching
Developing


Composite
Percent of Students
0
10
20
30
40
50
60
30.8
56.4
12.8
Full
Approaching
Developing

WORCESTER COUNTY
PERCENT OF STUDENTS

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
American Indian/Alaskan Native	*	0.0	0.0	*	0.0	0.0	0.0	*	0.0	0.0	0.0	*	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0
Asian/Pacific Islander	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	*	0.0	0.0	0.0	*	0.0	*	0.0
African American	23.1	38.5	38.5	19.2	42.3	38.5	*	57.7	26.9	*	53.8	38.5	*	64.0	20.0	*	70.8	*	26.9	69.2	*	*	60.9	21.7
White	34.3	51.0	14.7	30.0	53.0	17.0	23.8	64.4	11.9	11.1	66.7	22.2	38.5	51.0	10.4	39.8	49.0	11.2	44.6	49.5	5.9	35.6	54.4	10.0
Hispanic	0.0	*	*	0.0	*	*	0.0	0.0	*	0.0	*	*	0.0	*	0.0	0.0	*	*	0.0	*	0.0	0.0	*	*
Gender																								
Male	22.2	54.2	23.6	22.9	51.4	25.7	23.6	59.7	16.7	6.9	66.7	26.4	26.1	56.5	17.4	26.9	55.2	17.9	34.7	58.3	6.9	24.2	61.3	14.5
Female	42.6	42.6	14.8	32.8	49.2	18.0	18.3	65.0	16.7	13.8	60.3	25.9	40.4	54.4	*	40.0	51.7	8.3	47.5	49.2	*	38.2	50.9	10.9
Prior care																								
Head Start																								
Pre-K																								
Center																								
Family										Sufficient data not available:														
Nursery										data under review														
Home																								
Other																								
IEP																								
Yes	0.0	*	0.0	0.0	*	*	*	*	0.0	0.0	*	*	0.0	*	0.0	*	*	0.0	*	*	0.0	0.0	*	0.0
No	32.6	47.3	20.2	28.3	49.6	22.0	21.1	61.7	17.2	10.3	64.3	25.4	33.6	54.1	12.3	33.3	52.8	13.8	40.9	53.5	5.5	31.9	54.9	13.3
LEP																								
Yes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No	31.6	48.9	19.5	27.5	50.4	22.1	21.2	62.1	16.7	10.0	63.8	26.2	32.5	55.6	11.9	33.1	53.5	13.4	40.5	54.2	5.3	30.8	56.4	12.8
* = fewer than 5																								

BEST COPY AVAILABLE

WORCESTER COUNTY

Summary
The Worcester County results show that 30.8% of the Kindergarten students were scored in the "Full Readiness" category when all scores were combined for the composite measure. The "Approaching Readiness" category scores were predominant with 56.4%, while 12.8% of the students were scored in the "Developing Readiness" range. In all domains for Worcester County, the largest percentage of students fell in the "Approaching Readiness" level. Except in the domain of Scientific Thinking, "Full Readiness" was the next most frequent rating.

Domain Results

Social and Personal
- 31.6% at "Full Readiness"
- 48.9% were "Approaching"
- 19.5% were "Developing"

Language and Literacy
- 27.5% at "Full Readiness"
- "Approaching Readiness" had most frequent score of 50.4% while "Developing" had 22.1%

Mathematical Thinking
- 21.2% of students were at "Full Readiness"
- "Approaching" was 62.1%
- "Developing" was 16.7%

Scientific Thinking
- 10% of students were scored in the "Full Readiness" range
- 63.8% at "Approaching", the majority score, with 26.2% at "Developing"

Social Studies
- 32.5% of students were at "Full"
- "Approaching" was 55.6%
- 11.9% were rated "Developing"

The Arts
- "Full" at 33.1%
- "Approaching" was most frequent with 53.5%
- 13.4% were scored as "Developing"

Physical Development
- 40.5% at "Full"
- "Approaching" 54.2%
- 5.3% were rated as "Developing"

Disaggregated Information

Race/Ethnicity
- There were too few student students reported as American Indian/Alaskan Native, Asian or Hispanic to report.
- Too few African Americans were rated "Full Readiness" to be reported, 60.9% were "Approaching" and 21.7% were "Developing
- White students showed 35.6% at "Full", 54.4% "Approaching" and 10% "Developing"

Gender
- A higher percentage of females (38.2%) were scored as fully ready than the males (24.2%)
- 50.9% females fell in the "Approaching" range while 61.3% of the males scored here

Prior Care
- Data are insufficient to be disaggregated.

IEP
- Too few students were reported in this category to provide useful information.

LEP
- No students were reported in this category.

Appendix C

Number of Participating Teachers and Students

Maryland State Department of Education
Maryland Model for School Readiness- Work Sampling System Baseline Information
Participating Teachers and Students - SY 2000-01

LSS	Particpating Teachers	# of K Students in LSS	Participating Students	Percentage of Students Participating
Allegany	41	664	655	99%
Anne Arundel	50	4859	1608	33%
Baltimore City	75	6520	1869	29%
Baltimore Co	107	6420	1775	28%
Calvert	26	1050	320	30%
Caroline	18	387	122	32%
Carroll	55	1801	584	32%
Cecil	10	1098	431	39%
Charles	60	1328	428	32%
Dorchester	16	255	77	30%
Frederick	25	2558	800	31%
Garrett	15	358	115	32%
Harford	10	2715	502	18%
Howard	145	2886	253	9%
Kent	12	159	52	33%
Montgomery	365	9282	8932	96%
Prince George's	120	9094	2959	33%
Queen Anne's	15	500	162	32%
St. Mary's	50	985	317	32%
Somerset	10	205	188	92%
Talbot	15	301	100	33%
Washington	43	1367	439	32%
Wicomico	30	865	245	28%
Worcester	20	421	133	32%
Totals	1333	56078	23066	38%